



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

Kindergarten

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

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by the

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence

- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework

- Related Standards of Learning

- Sample lesson plans containing

- Instructional activities

- Sample assessment items

- Additional activities, where noted

- Sample resources

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Organizing Topic

Citizenship: Home, School, and Community

Standard(s) of Learning _____

- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
 - b) taking responsibility for certain classroom chores;
 - c) taking care of personal belongings and respecting what belongs to others;
 - d) following rules and understanding the consequence of breaking rules;
 - e) practicing honesty, self-control, and kindness to others.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Explain cause-and-effect relationships. _____

Participate in groups and democratic society. _____

Content

Understand that a community is a place where people live. _____

Recognize the following examples of being a good citizen:

- Taking turns _____
- Sharing _____
- Completing classroom chores _____
- Taking care of one’s things _____
- Respecting what belongs to others _____
- Being honest _____
- Practicing self-control _____
- Being kind to others. _____

Realize that good citizens are involved in their home, school, and community and take responsibility for their own actions. _____

Understand the results of following rules and the consequences of breaking them, as depicted in the following chart:

	<i>Rule</i>	<i>Results of following the rule</i>	<i>Consequences (if rule is not followed)</i>
<i>Home</i>	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.
<i>School</i>	Line up to go to the play ground.	Everyone gets there safely.	Someone can get lost or hurt.
<i>Community</i>	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Cross-Curricular Connections. “That’s Not Fair! How Do We Share?” *EconoEdLink*. National Council on Economic Education and MarcoPolo consortium.

<<http://www.econedlink.org/lessons/index.cfm?lesson=EM252&page=teacher>>. This online lesson plan offers activities that teach students how to decide the fairest way to share.

Daly, Mary. “I Am Responsible.” *Scholastic Teachers*. Scholastic, Inc.

<<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/respk1.htm>>. This unit on responsibility offers a variety of activities, a responsibility reflection sheet, and a list of books that help teach responsibility.

Kids and Community. American Planning Association. <<http://www.planning.org/kidsandcommunity/>>.

This Web site offers information about city planning, activities for students, and reviews of books about communities.

Kids Next Door. United States. Department of Housing and Urban Development.

<<http://www.hud.gov/kids/index.html>>. This Web site offers information and activities that teach students about citizenship and communities.

Learning Adventures in Citizenship: From New York to Your Town. Public Broadcasting Service.

<<http://www.pbs.org/wnet/newyork/laic/>>. On this Web site, students can explore the history of New York and take part in activities that encourage participation in their own community; the site also includes a section for teachers.

Patrick, John. “How Can We Help Children Learn to Be Responsible Citizens?” *Educational Resources Information Center (ERIC)*. United States. Department of Education.

<<http://www.eric.ed.gov/archives/citizens.html>>. This brochure gives teachers and parents ideas for teaching responsible citizenship and offers resources for additional information and materials.

Session 1: Our Community of Learners

Materials

- Chart paper and markers
- Pencils and crayons
- Self-stick notes
- Pictures of various communities

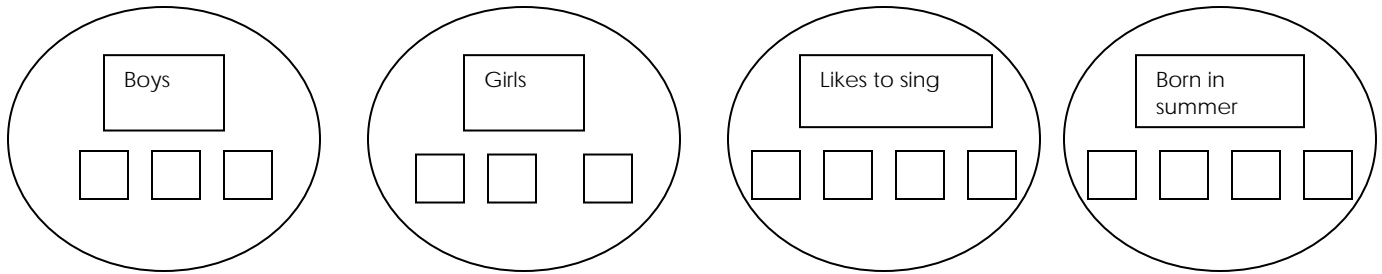
Instructional Activities

NOTE: The following Web resource may be helpful:

- *Kids and Community*. <<http://www.planning.org/kidsandcommunity/>>.
1. Post the word *community* on chart paper, and explain to the students the concept of a community as it relates to membership in the classroom, school, and neighborhood.
 2. Pass out a self-stick note to all students, and have them draw their face with eyes, nose, mouth, ears, and hair. Have students color in their features.
 3. Create a class chart labeled “Our Community of Learners,” and have each student place his or her self-stick note on the chart. Draw out responses from students about the many people who make up the class community. Encourage students to share reasons why all the students make up the classroom community.

		Our Community of Learners						

4. Use the self-stick notes to create smaller communities within the class community, such as a community based upon gender, interest (drawing vs. singing), or season of birth.



5. Have students draw and color a full-size picture of themselves, and create a class book about “Our Community of Learners.”
6. Explain that a community is also a place where people live. Have students share similarities of the communities where they live.
7. Show pictures of different communities, and have students describe the common characteristics of the community.

Session 2: Communities Where We Live

Materials

- Construction paper in a variety of colors, cut into 8½" x 5½" pieces
- Paper and pencils
- Chart paper and markers

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Kids Next Door*. <<http://www.hud.gov/kids/index.html>>.

1. Review the concept of community from Session 1.
2. Make a list of places in the neighborhood community that are shared by others (e.g., schools, parks, libraries). Write the list on chart paper. Ask students who in their community helps them with certain problems or situations, using questions such as the following:
 - Who would you call if you needed to find a book?
 - Who would you call if you needed a ride home?
 - Who could you call if you saw smoke in your house?
3. Create a list of people around the community who can be called to help in those situations. (Neighbors could be included in some of the answers.)
4. Invite community speakers to come and talk about what they use when they help people in the community. Ask the speakers to share what time, talents, and items they use to help the community and to discuss why the students can trust them to do their job. Create a class chart summarizing the information that students learned from each community speaker. If community speakers are not available, read teacher-selected books about the people in the community who support the students and their families.
5. After the community speakers leave, ask the children to dictate a few facts that they learned about each community speaker. Mount the pictures and sentences on large paper, and staple them into a book for the class library. Later, write a class thank you note to the speakers.
6. Ask the students, "Who needs to help in our community?" Allow the students to brainstorm, and remind them that "Everyone is a community helper in our community!"
7. Through class discussion, compile a list of jobs that need to be done in the classroom or school area to make it the best place to learn. Use the pre-cut pieces of construction paper, and have all children trace and cut out their hand pattern and label it with their name. Ask each student to decide what one job on the class list he or she would like to do for the class, and attach his or her hand to the list near that job. Set a time for the classroom jobs to be done.

Session 3: Classroom Quilt of Good Citizenship

Materials

- Chart paper and markers
- Paper, pencils, and crayons
- Cut-out squares for classroom quilt

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Learning Adventures in Citizenship: From New York to Your Town.*
<<http://www.pbs.org/wnet/newyork/laic/>>.
1. Read a teacher-selected book about a character that displays good citizenship in the story.
 2. After reading the story, discuss with the students examples of how the character's behavior was an example of being a good citizen. Look for examples such as the following:
 - taking turns
 - sharing
 - completing classroom chores
 - taking care of one's things
 - respecting what belongs to others
 - being honest
 - practicing self-control
 - being kind to others.
 3. Make a chart of the examples listed in number 2, and write the characters' names in the appropriate category. Ensure that the students understand terms such as *chores*, *respect*, *honesty*, and *self-control*.
 4. Discuss the examples of being a good citizen, and suggest how the students can practice these examples in the classroom.
 5. After a class discussion of these examples have each student draw pictures of one of the examples in action. The pictures can show the students taking turns, sharing, completing classroom chores, taking care of one's things, respecting what belongs to others, being honest, practicing self-control, or being kind to others. The pictures should be drawn on the pre-cut squares to make up the classroom quilt.
 6. As students complete their pictures, allow each student time to share and tell about his/her example of being a good citizen. Add each student's drawing to a large bulletin board or display labeled "Our Classroom Quilt of Good Citizenship." (A variation on this project could be the use of digital or photographic images of each student as he/she displays examples of being a good citizen.)
 7. Label the students' work with the name of the citizenship example that each illustrated, such as taking turns, sharing, completing classroom chores, taking care of one's things, respecting what belongs to others, being honest, practicing self-control, or being kind to others.
 8. Encourage students throughout the year to add squares to the quilt as they show examples of being a good citizen.

Session 4: Rules at School

Materials

- Chart paper and markers
- Pencils and crayons
- Pictures of school places

Instructional Activities

1. Explain that the class is going to develop classroom rules, and talk about why rules are important. The rules at school are to help keep students safe, to help students get along and work together, and to help students learn.
2. Encourage students to share their ideas of what rules are needed in the classroom to help keep them safe, to help them get along and work together, and to help them learn. Keep the responses positive, saying what students should do instead of what they should not do.
3. Write the student responses on chart paper, and discuss each rule with the class. Use small pictures to help students recognize words they may not understand.
4. Have students write or draw in their journal a picture about one of the rules in the class. Students could also draw pictures of class rules to post in the classroom. Allow each student the opportunity to discuss and share his/her picture and the rule it illustrates.
5. Allow students a chance to role-play the situation of a new student coming to their class and the ways they would help him or her learn about the rules in their classroom.
6. Ask students, “What should we do if someone breaks the classroom rules?” Solicit responses, and guide the discussion in a positive manner. Discuss with students the consequences for breaking each of these rules. Record the responses on chart paper.
7. Communicate with the parents/guardians of the students the rules of the classroom and consequences when they are not followed.
8. Post the rules and consequences in the classroom, and refer to the chart as necessary during the year.
9. Complete this session by reading a teacher-selected book about rules in the classroom.

Session 5: Rules at Home

Materials

- Chart paper and markers
- Pencils and crayons
- Pictures of houses and neighborhoods

Instructional Activities

NOTE: The following Web resource may be helpful:

- “How Can We Help Children Learn to Be Responsible Citizens?”
<<http://www.eric.ed.gov/archives/citizens.html>>.
1. Read a teacher-selected book about families, and discuss the different roles of family members. As you read the book aloud, discuss the families in the book.
 2. Encourage students to consider the different roles of members in their family and to share some of their families’ rules. As the students discuss the rules at home, solicit what happens when rules are followed.
 3. Post similar family rules that students share, and then group them together in categories.
 4. Ask students to share the consequences when rules are not followed at home.
 5. Have each student illustrate one of the rules at home, and create a class book of “Rules at Home.”
 6. Read additional teacher-selected stories about following rules at home.

Session 6: Rules in the Community

Materials

- Chart paper and markers
- Pencils and crayons
- Pictures of neighborhoods and communities

Instructional Activities

NOTE: The following Web resource may be helpful:

- *I Am Responsible*. <<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/respk1.htm>>
1. Review rules at school and rules at home from the past sessions with the students.
 2. Introduce rules in the community by reading a teacher-selected book about community rules. While reading the book, point out the different rules in the community and ask if they are similar to the rules in the students' community.
 3. Use chart paper to list the community rules that students recall from the book.
 4. Have students create pictures that illustrate the rules in the community, and post them on a bulletin board, or create a class book.
 5. Guide students in a discussion about the responsibilities of good citizens in the community, such as
 - obeying the laws
 - respecting the rights and property of others
 - voting.
 6. Have students draw a picture of the responsibilities of good citizens in the community, and then have them share their responses.

Session 7: Consequences When Rules Are Not Followed

Materials

- Self-stick notes
- Pencils and crayons
- Chart paper

Instructional Activities

1. Review the examples of rules at school, rules at home, and rules in the community from the previous sessions.
2. Ask students to suggest what the consequence might be if a person does not follow a classroom rule, such as lining up to go to the playground. Guide the students' responses to help them realize that a student who did not line up with the class might get left behind in the classroom. Explore other consequences of not following the rules. For example, if students ran to line or pushed others to get there first, someone might get hurt.
3. Use the class-created chart of rules to solicit student responses to possible consequences that could occur if the rules are not followed.
4. Have each student illustrate on a self-stick note the consequence of not following one of the classroom rules. As students complete their responses, allow time for each student to explain the rule he/she chose and the consequence that illustrates what could happen if the rule is not followed.
5. Post the "possible consequences" self-stick notes beside each rule, and review the cause-and-effect relationship.
6. Complete the same process to review the consequences for not following rules at home and rules in the community. Encourage students to discuss the cause-and-effect relationship that exists between why we have rules and what the possible consequences are when the rules are not followed.

Session 8: Our Classroom Community Chain

Materials

- Strips of red, white, and blue construction paper cut into 8 ½" x 2" strips
- Pencils and crayons
- Chart paper

Instructional Activities

1. Review the concept of community from the previous sessions.
2. Tell the class that they are going to make a classroom community chain. Explain to the students that the classroom community is held together as each student does his/her part and acts as a good citizen.
3. Show the students a picture of a chain, and explain that chains are made of links and when the links are attached together they create a chain. Explain that a chain is strong and difficult to break when its links are strong. Help students see that the classroom community is like a chain made of links (the students) that is held together by good citizenship on the part of all students.
4. Pass out red, white, and blue strips of construction paper to the students. Have them write their name on their link and decorate it. Once the students have labeled the strips, begin making the classroom community chain by gluing each link together to form a circle of loops. Post the completed classroom community chain in a visible place where each student can see how his/her link contributes to the strength of the classroom chain.
5. Encourage students to give examples of being a good citizen at school, and post responses on a chart near the classroom chain.

Additional Activities

- Provide background knowledge by reading teacher-selected books that include examples of good citizenship.
- Illustrate examples of good citizenship by drawing pictures and cutting pictures out of magazines.
- Role-play the traits of being a good citizen in the home, school, and community.
- Recognize the students as good citizens by posting their names on a “Super Citizen” bulletin board.
- Illustrate examples of home, school, and community rules by drawing or coloring pictures that show students following these rules.
- Explain cause-and-effect relationships by recognizing rules, results of breaking rules, and consequences for breaking rules in the home, school, and community using the chart in the Essential Understandings, Knowledge, and Skills section on page 1 of this organizing topic.
- Role-play examples of recognizing rules, results of breaking rules, and consequences for breaking rules in the home, school, and community.

Organizing Topic

National Symbols and American Holidays

Standard(s) of Learning

- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.
- K.1 The student will recognize that history describes events and people of other times and places by
 - a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Participate in groups and democratic society.

Read and use a calendar.

Content

Know that the United States has a national flag.

Recognize that the American flag has white stars on a blue rectangle. It also has red and white stripes.

Know that the United States has a national pledge to the flag.

Know that the pledge to the American flag is called the Pledge of Allegiance.

Know that the President is the leader of the United States.

Identify Betsy Ross as the lady who is believed to have sewn one of the first flags for our country.

Identify the people and events honored on the following holidays:

- Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November.
- Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.
- Presidents’ Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.
- Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed in July.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>> There is a brief biography of Lincoln on this Web page as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“American Icons.” *Kidport*.

<<http://www.kidport.com/RefLib/UsaHistory/AmericanIcons/AmericanIconIndex.htm>>. This Web page has links to information about several national symbols, including George Washington, Abraham Lincoln, Independence Day, the Pledge of Allegiance, and the American flag.

“American Independence Day: Fourth of July Theme.” *A to Z Teacher Stuff*.

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page provides arts and crafts projects, activities, games, coloring pages, and more about Independence Day.

America WebQuest http://www.geocities.com/msfelchak2001/america_webquest.html

“Betsy Ross Homepage.” *ushistory.org*. Independence Hall Association. <<http://www.ushistory.org/betsy/>>. This Web page offers links to information about Betsy Ross and the American flag.

“Celebrate! Holidays in the USA.” *Embassy of the United States of America: Stockholm, Sweden*. United States. Department of State. <<http://www.usis.usemb.se/Holidays/celebrate/index.html>>. This Web pages lists national holidays, and provides links to holidays’ histories, including that of Independence Day.

The First Thanksgiving. Scholastic, Inc. <<http://teacher.scholastic.com/thanksgiving/index.htm>>. This interactive Web site provides an illustrated timeline of the early settlers’ first year in America, “interviews” with members of the *Mayflower’s* crew, depictions of life in Plymouth, and an online game that teaches facts about Thanksgiving.

“George Washington.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

“History of the Flag of the United States.” *Embassy of the United States of America: Stockholm, Sweden*. United States. Department of State. <<http://www.usis.usemb.se/usflag/>>. This Web page offers many links to information regarding the history of the flag and historical figures related to the flag.

“Martin Luther King, Jr.” *EnchantedLearning.com*. <<http://www.EnchantedLearning.com/history/us/MLK/>>.

This Web page provides a biography, a timeline, activities, and quizzes about Martin Luther King, Jr., as well as information about other famous African Americans.

Matusевич, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

Pemberton, Anne. “Abraham Lincoln.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>. This Web page provides links to various biographies of Abraham Lincoln.

Pemberton, Anne. “George Washington.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Washington.html>>. At this Web page,

teachers can find a biography of George Washington as well as many links to additional information about Washington's life and career.

Pemberton, Anne. "Pocahontas." *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>. This Web page provides links to a biography of Pocahontas, quizzes and projects, and a list of resources for further information about Pocahontas.

Pemberton, Anne. "Reverend Dr. Martin Luther King, Jr." *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/King.html>>. Teachers can find links to information about Martin Luther King, Jr., and the holiday that honors him at this Web page, as well as a timeline of the Civil Rights Movement and some of Dr. King's papers.

"Pocahontas." *Jamestown Rediscovery*. Association for the Preservation of Virginia Antiquities. <<http://www.apva.org/history/pocahont.html>>. This is a biography of Pocahontas that includes resources for further reading.

Simmons, Sheila A. "President's Day." *Schools of California Online Resources for Education (SCORE): History/Social Science*. San Bernadino County Superintendent of Schools. <<http://score.rims.k12.ca.us/activity/presidentsday/>>. This Web page offers information about George Washington and Abraham Lincoln, along with activities and a list of resources for further reading.

Streufert, Duane. "The Original Pledge of Allegiance." *The Flag of the United States of America*. <<http://www.usflag.org/pledgeofallegiance.html>>. This Web page contains the Pledge of Allegiance in its original form as well as a brief history of the Pledge.

"Symbols of America." *Kidport*. <<http://www.kidport.com/GradeK/SocialStudies/AmericanSymbols.htm>>. This is an online quiz about several national symbols.

"Symbols of American Pride." Baltimore County Public Schools. <<http://www.bcpl.net/~sullivan/modules/citizen/>>. This Web page provides instructions for an activity in which students design and create a hat to represent a national symbol.

"Symbols of U.S. Government." *Ben's Guide to U.S. Government for Kids*. United States. Government Printing Office. <<http://bensguide.gpo.gov/k-2/symbols/index.html>>. This Web site includes information about the U.S. flag, the Pledge of Allegiance, and other patriotic symbols.

"USA Flag Printout." EnchantedLearning.com. <<http://www.enchantedlearning.com/usa/flags/usa/usaflag.shtml>>. This Web page has a line drawing of the modern (50 stars) American flag.

www.whitehousekids.gov. <<http://www.whitehouse.gov/kids>>. This Web site provides information about the White House and U.S. Presidents.

Session 1: Introduction to American Symbols

Materials

- Teacher-selected books about America and its symbols
- Construction paper
- Markers
- Teacher-created pictures (or black line masters) of the American symbols mentioned in today's story
- Pocket chart to display American symbols
- Sentence strips

Instructional Activities

1. Cut pictures from magazines, advertisements, and old books showing American symbols and post on a bulletin board. Be sure to include pictures of the American flag, the Pledge of Allegiance, and the President of the United States. As the unit progresses, encourage students to add additional pictures to the display.
2. Before reading the selected book aloud, engage the students in a discussion that draws on their background knowledge of American symbols such as the American flag.
3. Have students predict what they think the book will be about based on the cover and a preview of the illustrations.
4. While reading the book, stop and ask the students where they have seen these American symbols. Make a chart of the student responses.
5. In this activity, the students will listen to a story that shows clear examples and descriptions of a few American symbols. The students will be asked to identify symbols as well as assist the teacher with labeling them during the lesson.
6. Begin by reading the teacher-selected book about American symbols. Ask the students what they notice about each symbol, paying special attention to color, shape, and size.
7. Use the following Web site resources to expand student knowledge of American symbols.
 - "American Icons."
<<http://www.kidport.com/RefLib/UsaHistory/AmericanIcons/AmericanIconIndex.htm>>
 - "Symbols of United States Government."
<<http://bensguide.gpo.gov/k-2/symbols/index.html>>
8. After reading the book, show students the teacher-created American symbols. Ask students to help label each symbol. As students supply the correct label, write the name of the symbol on the sentence strip. Place both the sentence strip and the symbol in the pocket chart.
9. After symbols have been labeled, distribute construction paper. Ask students to choose their favorite symbol. Have the students draw or cut out a picture of this symbol and label it on their piece of construction paper.
10. Share these responses with the class.

Session 2: The Pledge of Allegiance and the American Flag

Materials

- American flag
- Teacher-selected story about the Pledge of Allegiance
- Words of the Pledge of Allegiance neatly posted
- One blank cassette tape
- One tape recorder
- Computers loaded with painting software (or, if computers are not available, a painting station prepared for the children with white paper and red and blue paint)

Instructional Activities

1. Read the teacher-selected story about the Pledge of Allegiance. Ask students if they recall saying the Pledge of Allegiance each day. How do they stand when reciting the Pledge of Allegiance? Where are their hands and eyes?
2. Divide the class into groups of 4-5 students each. Using the tape recorder, record the groups, one group at a time, as they recite the Pledge of Allegiance.
3. Have students who are not presently being recorded work in the computer/painting stations. Each student should create an illustration of himself/herself reciting the Pledge of Allegiance. Direct students to include the flag in their drawing.
4. Ask children to name the colors of the American flag. Explain that the colors are usually read in a specific order: "Red, white, and blue." Tell students that each color has a special meaning. In the American flag, red stands for *courage*, white stands for *purity*, and blue stands for *justice*. Put these terms into words the students can understand using examples. For example, *courage* means being brave; *purity* means being clean; and *justice* means fairness. You can find a copy of the flag at "USA Flag Printout."
<<http://www.enchantedlearning.com/usa/flags/usa/usaflag.shtml>>.
5. Explain that the symbols on the flag are also significant. The American flag has fifty stars, one for each state in the United States. The thirteen stripes stand for the original thirteen colonies. For more information see the following Web sites:
 - "History of the Flag of the United States." <<http://www.usis.usemb.se/usflag/>>
 - "The Original Pledge of Allegiance." <<http://www.usflag.org/pledgeofallegiance.html>>
6. Tell students that next they will create their own personal or class flag. Conduct a brainstorming session in which students identify things that are special to them. Discuss the meanings of the colors commonly used on flags, so that students can choose colors for their designs:
 - blue = fairness, faithfulness, sincerity
 - black = grief, feeling very bad
 - green = hope
 - orange = strength, being strong
 - purple = high rank (like a president, king, or queen)
 - red = courage, not being afraid, braveness
 - red-purple = sacrifice
 - silver or white = faith, purity
 - yellow or gold = honor, loyalty

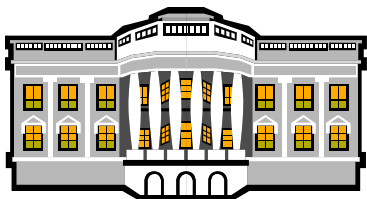
Session 3: The President is the Leader of Our Country _____

Materials

- Pictures of the current President cut out from magazines / newspapers
- Teacher-selected book about the President of the United States
- Sentence strips
- Student journals

Instructional Activities

1. Begin by reading a teacher-selected story about the President of the United States. The story should explain that the leader of the United States is called the President. We address him as “Mr. President.” (You may wish to explain that a female President would be addressed as “Madam President.”) You may want to include other fun facts about the elected President, such as where he lives, his family members, and his pets’ names.
2. After reading the book, show students the pictures of the current President cut from newspapers and magazines. Ask the students to help label each picture. An appropriate label might be: “This is the President of the United States. His name is _____.”
3. Complete a class letter writing activity. Ask the student to generate a list of questions they would like to ask the President. Use those questions to write a class letter to the President. The address of the White House is:
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500
4. Usually, a response will come from the White House addressed to the class. Post the contents of the letter on a bulletin board. If possible make a copy for each student to take home.




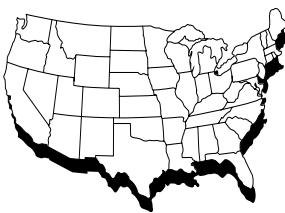
**The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500**

Session 4: The President is the Leader of Our Country, Part 2 _____***Materials***

- Teacher-created book cover for the class book “If I were President of the United States ...”
- One page of the class book for each student with the following sentence starter: “If I were President of the United States, ... _____.”

Instructional Activities

1. Review the information students learned about the President of the United States. A source of information about U.S. Presidents is the *www.whitehousekids.gov* Web site at <http://www.whitehouse.gov/kids/>.
2. Ask students to describe some of the activities they think the President does in his job. Discuss all appropriate answers.
3. Tell students that they are now going to pretend that they are the President. They will get to write about and illustrate their activities and decisions they would make as President. Make a classroom book using the student responses.
4. Distribute to each student a page with the starter “If I were President of the United States....” Help students as necessary write and illustrate their ideas.

If I were President of the United States...	
	
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Session 5: Let's Make a Book

Materials

- One 12" x 18" piece of construction paper for each student
- One teacher-selected black line master for each student of the following famous Americans: Betsy Ross, George Washington, Abraham Lincoln, Martin Luther King, Jr., and Pocahontas (NOTE: Black line masters may be as simple or as detailed as you would like.)

Instructional Activities

This activity will take more than one day to complete. The teacher may decide to complete a little bit of this project at a time, highlighting famous Americans as appropriate in the curriculum or as opportunities arise during the school year. For example, the teacher may choose to complete the Martin Luther King, Jr. page when celebrating his birthday in January.

NOTE: The following Web resources may be helpful for locating information related to this session:

- "Abraham Lincoln." <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>
- "Abraham Lincoln." <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>
- "Betsy Ross Homepage." <<http://www.ushistory.org/betsy/>>
- "George Washington." <<http://www.educationalsynthesis.org/famamer/Washington.html>>
- "George Washington." <<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>
- "Martin Luther King, Jr." <<http://www.EnchantedLearning.com/history/us/MLK/>>
- "Pocahontas." <<http://www.apva.org/history/pocahont.html>>
- "Pocahontas." <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>
- "Reverend Dr. Martin Luther King, Jr." <<http://www.educationalsynthesis.org/famamer/King.html>>
- "Social Studies Curriculum Resources Poster Sets." <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>

1. Direct students to create a book cover by folding the construction paper in half. Students should decorate their covers with American symbols. Have students add the title *Famous Americans* and author's name. Have students search the Web for pictures and other information about the famous Americans to be represented in their book (See Web sites listed above).
3. As appropriate, give students black line masters of famous Americans, such as Betsy Ross, Abraham Lincoln, and Martin Luther King, Jr. Students should neatly color and add each page to their book.
4. Upon completion, students should share books with family members.

Session 6: Look Who's on the Dollar Bill!

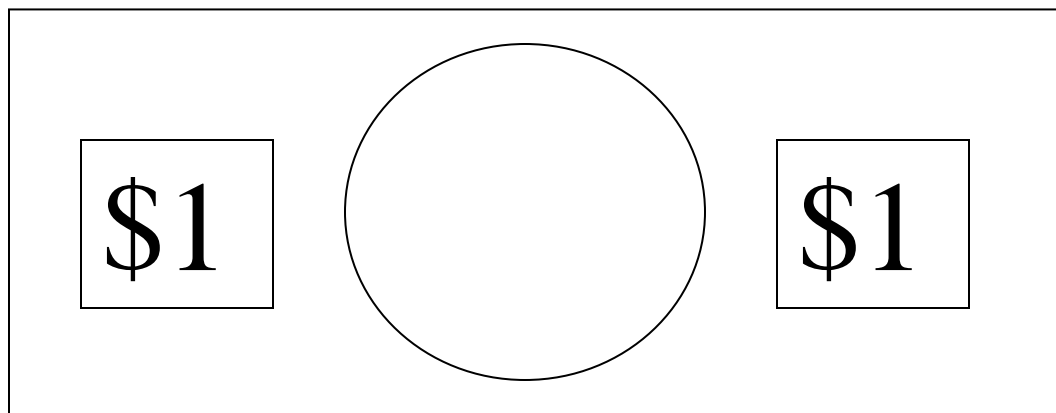
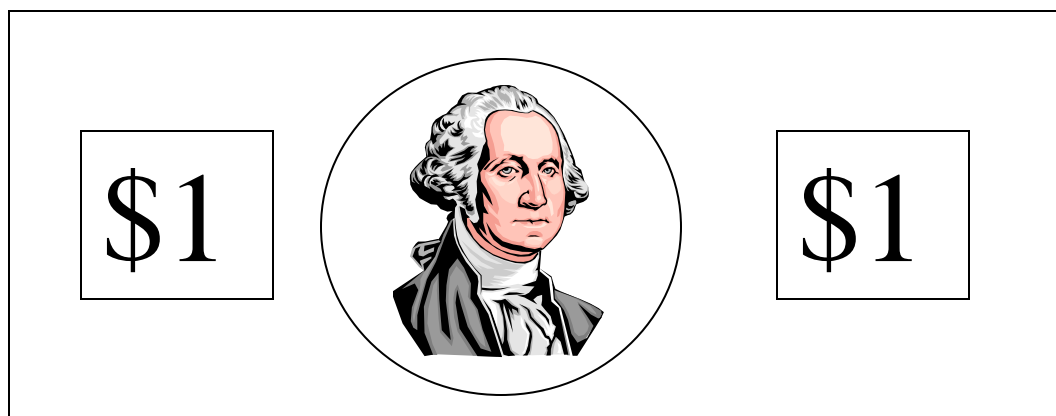
Materials

- One black line master of a one dollar bill for each student
- One teacher-selected book about George Washington
- Scissors
- Glue sticks
- A small photo of each student

Instructional Activities

NOTE: The following Web resources may be helpful for information on George Washington:

- “George Washington.” <<http://www.educationalsynthesis.org/famamer/Washington.html>>
 - “George Washington.” <<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>
1. Begin by reading the teacher-selected book about George Washington. Remind students that Washington is called, “The Father of Our Country.” His picture is found on the quarter as well as on the one-dollar bill. Remind students that George Washington lived a long time ago.
 2. Give each student a copy of the one-dollar bill. Ask them to find the picture of George Washington. Ask students to discuss different things they learned about George Washington from the book read in step 1.
 3. Have each student cut out and glue his/her own picture on the dollar bill copy in George Washington's place.
Now look who's on the one-dollar bill!



4. Explain to the students that we remember George Washington, Abraham Lincoln, and all American presidents on the holiday called Presidents Day. Presidents Day is observed in February
5. Assist the students to locate Presidents Day on a February calendar.
6. Tell the students that during the time George Washington was a soldier for our country, fighting for freedom from England, it was decided that the United States of America should have its own flag. It is believed that George Washington, along with two other people, asked Betsy Ross to sew this flag. It is also believed that Betsy Ross suggested a five-point star for the flag. The first flag had 13 stars that were formed in a circle.
7. Show the students how this perfect five-point flag can be made at the following Web site.
<<http://www.ushistory.org/betsy/flagstar.html>>



Session 7: Honest Abe

Materials

- A teacher-selected book about Abraham Lincoln
- A small, black stovepipe hat for each student (easily made out of construction paper)
- One large, black stovepipe hat (bulletin board paper works well for this)
- Chalk
- White crayons or white pencils

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln.” <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>
 - “Abraham Lincoln.” <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>
 - “President’s Day.” <<http://score.rims.k12.ca.us/activity/presidentsday/>>
1. Begin by reading a teacher-selected book about Abraham Lincoln. Remind the students that Abraham Lincoln is called “Honest Abe” and lived a long time after George Washington.
 2. Share the following information:

Abraham Lincoln was born in a log cabin in Kentucky in 1809. As a young man Abraham Lincoln held many jobs. He earned the nickname “Honest Abe” because, according to legend, he walked six miles to return a few cents to a customer he had overcharged.
 3. Have the students illustrate a time they were honest, and share the responses with the class.
 4. Read a teacher-selected book about the tall hat Abraham Lincoln wore.
 5. Display a penny and a five-dollar bill so that students can see the likenesses of Abraham Lincoln.
 6. Tell students that Abraham Lincoln put important papers in his hat. Show students the large black hat constructed out of bulletin board paper. Ask students what types of things they would put in a tall black hat. Write responses on the hat with the chalk. Display your hat proudly in the hallway!
 7. Give each student a small black hat. Ask students to draw or write on the hats with white crayons objects they would put in their hats.
 8. Explain to the students that we remember George Washington, Abraham Lincoln, and all other American presidents on the holiday called Presidents Day. Presidents Day is observed in February.
 9. Assist the students to locate Presidents Day on a February calendar.

10. Have the students make two bookmarks remembering George Washington and Abraham Lincoln. Give the students two strips of white drawing paper about 2 inches by 6 inches and let them glue on small pictures of Washington and Lincoln. Let them color the bookmarks red, white, and blue.



Session 8: Happy Birthday, Dr. King! _____

Materials

- One large piece of chart paper with the following paragraph written on it:

Dr. Martin Luther _____, Jr., had a _____ that all people could live, work, and play in _____. He gave a speech to help change _____ that were not _____. He believed that everyone should be treated the _____, no matter what their skin color. We honor this great American on his birthday, _____.

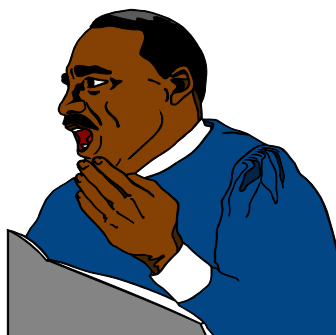
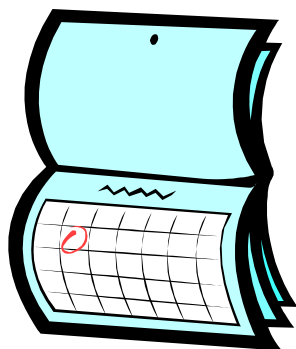
In each blank, place a small piece of Velcro.

- Seven sentence strips with a piece of Velcro on the back, each with one of the following terms printed on it: *King*, *dream*, *peace*, *laws*, *fair*, *same*, and *January 15*
- Teacher-selected book about Martin Luther King, Jr.

Instructional Activities

NOTE: The following Web resources may be helpful for information on Martin Luther King, Jr.:

- “Martin Luther King, Jr.” <<http://www.EnchantedLearning.com/history/us/MLK/>>
 - “Reverend Dr. Martin Luther King, Jr.” <<http://www.educationalsynthesis.org/famamer/King.html>>
- Read a teacher-selected book about Martin Luther King, Jr., and display a picture of him. Tell students that Martin Luther King, Jr., lived a long time after George Washington and Abraham Lincoln. To assess students’ pre-knowledge, ask what they already know about Dr. King.
 - After reading the story, distribute each of the seven sentence strips. Review what each word says and how that word might relate to Dr. King.
 - Read the paragraph on the chart. Each time you arrive at a blank, ask students to help you fill in the missing word. Have students come up to the chart and attach their words to complete the paragraph.
 - After completing the paragraph, remove and redistribute the seven vocabulary words and repeat step 3 so that each student may have a turn.
 - Tell the students that we celebrate Martin Luther King, Jr. Day to remember an African American who worked so that all people would be treated fairly. It is observed in January.
 - Assist the students to locate Martin Luther King, Jr. Day on a January calendar.



Session 9: Pocahontas, A Friend and Helper _____

Materials

- A teacher-selected book about Pocahontas
- Computers with painting software or a painting station set up for the students

Instructional Activities

NOTE: The following Web resources may be helpful for information on Pocahontas:

- “Pocahontas.” <<http://www.apva.org/history/pocahont.html>>
 - “Pocahontas.” <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>
1. Begin by reading the teacher-selected book about Pocahontas. Remind students that Pocahontas lived in the *past*, before George Washington was President, and is no longer living today.
 2. Throughout the story, emphasize to students that Pocahontas was a helper and friend to the settlers of Jamestown, Virginia, especially Captain John Smith. Make it clear that Smith was *not* her husband.
 3. After discussing the story together, allow students time to paint two pictures: one of Pocahontas being a friend to the settlers, and one showing how the student is a good friend to others in the class. Proudly display the pictures.

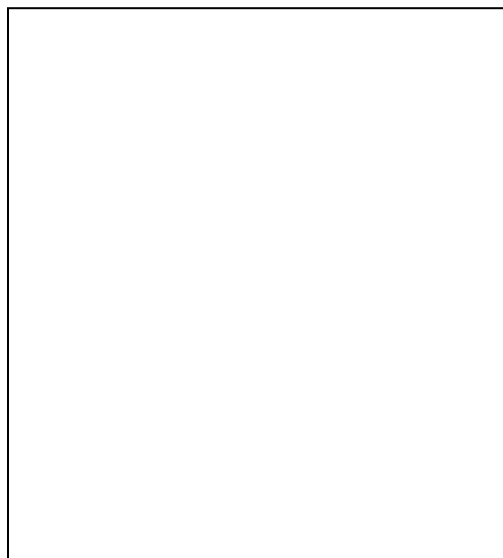
Session 10: Thanksgiving Day

Materials

- Teacher-selected book about Thanksgiving Day
- Construction paper
- Crayons
- Calendar

Instructional Activities

1. Have the students share their knowledge of Thanksgiving on a KWL chart. Encourage the students to share family traditions that might occur on Thanksgiving. Tell the students that Thanksgiving Day is observed on the last Thursday in November.
2. Use the students' background knowledge to introduce the history of Thanksgiving Day.
3. Read a teacher-selected book about Thanksgiving. Allow the students time to respond to both the pictures and the text. Ask questions about the observations they make from the story.
4. Explain the first Thanksgiving was celebrated less than a year after the settlers arrived on the new land they called their home. The first winter was long and hard. The following fall brought a good harvest and crops and there was reason to celebrate. The settlers had much to be thankful for and celebrated with the American Indians (First Americans), who helped the settlers get through that first winter.
5. Tell the students that Thanksgiving Day is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November.
6. Assist the students to locate Thanksgiving Day on a November calendar.
7. Have the students draw a picture of how they observe Thanksgiving Day.

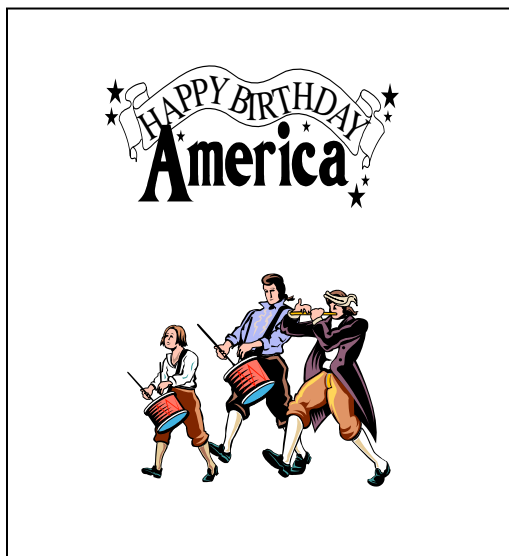
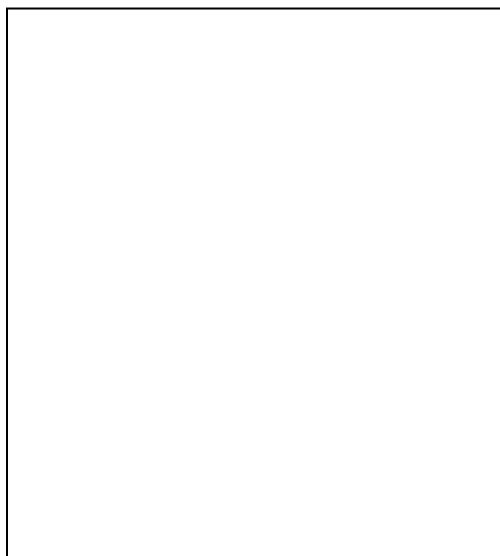
Thanksgiving Long Ago**Thanksgiving Day in the Present**

Session 11: Independence Day (Fourth of July) _____***Materials***

- Teacher-selected book about Independence Day (Fourth of July)
- Construction Paper
- Crayons
- Calendar

Instructional Activities

1. Have the students share their knowledge of Independence Day (Fourth of July) on a KWL chart. Encourage the students to share family traditions that might occur on Independence Day (Fourth of July). Tell the students that Independence Day (Fourth of July) is observed in July.
2. Use the students' background knowledge to introduce the history of Independence Day (Fourth of July).
3. Read a teacher-selected book about Independence Day (Fourth of July). Allow the students time to respond to the both the pictures and the text. Ask questions about the observations they make from the story.
4. Explain that on Independence Day (Fourth of July), the people of the United States remember when the United States became a new country. It is sometimes called America's birthday.
5. Tell the students that on Independence Day (Fourth of July) bells ring, flags wave, drums beat in parades, and families get together for picnics. At night there are fireworks across the nation. All of these things remind us of the birthday of a free nation, the United States of America.
6. Assist the students to locate Independence Day (Fourth of July) on a July calendar.
7. Have the students draw a picture of how they observe Independence Day (Fourth of July).

Independence Day (Fourth of July) Long Ago**Independence Day (Fourth of July) in the Present**

Additional Activities

- Read selected books about the flag, the Pledge of Allegiance, and the President as the leader of the United States of America.
- Make an American flag by using strips of red and white paper. Add a blue rectangle and stars.
- Sing songs about the flag.
- Color pictures of the national flag.
- Read selected books about Betsy Ross, who is believed to have sewn one of the first flags for the country.
- Share pictures of George Washington, who was the first president of the United States and is often called the “Father of Our Country.”
- Share pictures of Abraham Lincoln, who was a United States President and is often called “Honest Abe.”
- Share pictures of the current President of the United States.
- Mark the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July) on a calendar.
- Read selected books about the first Thanksgiving.
- Create booklets about Thanksgiving, providing facts about the early American settlers, American Indians (First Americans), and the first Thanksgiving.
- Read selected books about Martin Luther King, Jr., and draw pictures of events in his life.
- Read selected books about Independence Day (Fourth of July), and draw pictures of different Independence Day (Fourth of July) celebrations and activities.

Organizing Topic

Relative Location of People, Places, and Things

Standard of Learning _____

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Describe the location of people, places, and things.	_____
Develop beginning map skills through the manipulation of objects.	_____
Develop fluency in the use of directional words.	_____
Content	
Understand that the location of people, places, and things can be described in terms of their relationship to other people, places, and things.	_____
Know that there are certain words that help describe where people, places, and things are located.	_____
Understand that the following terms are used daily to describe where people, places, and things are located:	
• Near/far	_____
• Above/below	_____
• Left/right	_____
• Behind/in front	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Free Blank Outline Map of Virginia.” *About.com*. <<http://geography.about.com/library/blank/blxusva.htm>>. This Web page provides a line drawing of Virginia and links to other geography information.

“Geography Crafts.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/crafts/geography/>>. This Web page offers various arts and crafts projects related to geography.

“Geography Home Page.” *About.com*. <<http://geography.about.com/>>. This Web page provides links to information about geography as well as state maps, U.S. maps, and world maps.

“Helping Your Child Learn Geography.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/geog.html>>. This Web page offers many teaching activities including suggestions for teaching students about direction.

“Helping Your Child Learn History.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/history.html>>. This Web page provides suggestions about teaching history and includes some specific history activities.

“Learning Partners—Let’s Do History!” *KidSource Online*. United States. Department of Education. Office of Educational Research and Improvement. <<http://www.kidsource.com/kidsource/content2/history.lp.html>>. This Web page provides an activity for teaching history called “Our Heroes” as well as resources and links to related articles on teaching history.

Map Adventures. United States. Department of the Interior. U.S. Geological Survey. <<http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/>>. This Web site provides seven lessons that teach basic concepts for visualizing objects from different perspectives and how to understand and use maps.

“Virginia Map.” *50states.com*. <<http://www.50states.com/maps/virginia.htm>>. This page provides a line drawing of Virginia.

Weber, Patricia M. “Kindergarten Geography Web Sites.” <<http://www.d123.s-cook.k12.il.us/curriculumresources/geok/geok.htm>>. This Web page provides links to various Web sites and activities related to geography.

Session 1: Where Is the Bear? _____

Materials

- Teddy bear or another stuffed animal
- Index cards labeled with the following terms:
 - Near
 - Far
 - Above
 - Below
 - Left
 - Right
 - Behind
 - In front

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Map Adventures*. <<http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/>>.
1. Using classroom objects and their location, demonstrate for students that certain words can be used to tell where to find things. For example, you might say, “I am standing **in front of** the chalkboard” or “The bookstand is **near** the group.”
 2. Introduce and model each of the location words for the class. As you model each location word, show the index card with the corresponding word.
 3. Draw simple pictures that depict the location word on the back of each index card.
 4. Conduct a classroom game with the Teddy bear and index cards. Have a student select a card, and help the student read the location term. Then have the student place the Teddy bear in a position that represents the location term. Next have the student use the location term in a sentence to describe where the Teddy bear is located.
 5. Play “Where is the Bear?” until every student has had an opportunity to place the bear.



Session 2: Play “Bring Me”

Materials

- Teacher-selected book that uses directional words

Instructional Activities

1. Read to students a teacher-selected book that includes many directional words. Ask students to identify the directional words and explain how the author used them in context.
2. Conduct a classroom game called “Bring Me.” Choose an object in the room, and describe its location by using directional words. Ask a student to bring you the object. For example, you might say, “Bring me the object that is near the bookcase.”
3. For an extra challenge, have students conduct the game by create their own directional clues for objects they want brought to them.

Session 3: A Walk in the Park

Materials

- Teacher-drawn scene of a park, including a pond, a flower to the right of the pond, a tree to the left of the pond, and a bird in the sky above the tree
- Teacher-selected book in which a map is used
- Paper doll

Instructional Activities

1. Begin the session by showing different types of maps to the class. These maps might include a map of the classroom, the school, or a travel map of Virginia. Brainstorm with the class as to how maps help us in our every day life. Allow time for the students to investigate the maps.
2. Explain how maps help people find the location of places. Read a teacher-selected book that includes characters interacting and learning about the map.
3. Ask students to discuss how maps were used in the book.
4. Hand out the drawing of a park scene. Ask students, “What is to the right of the pond?” (flower). “What is above the tree?” (bird), and “What is next to the left of the pond?” (tree)
5. Draw the same scene on the board, and refer to the drawing as a map. Have students place the paper doll in various positions on the map. Call on students to make statements about the doll in relation to other objects in the park.



Session 4: Near vs. Far

Materials

- Teacher-selected book that contains directional words, including *near* and *far*
- Manila paper, folded in half (one sheet per student)
- Crayons

Instructional Activities

NOTE: The following Web site provides art ideas for teaching geography.

- *Geography Crafts*. <<http://www.enchantedlearning.com/crafts/geography/>>
1. Read a teacher-selected book that shows the location of objects and includes the directional words *near* and *far*.
 2. Ask students to define *near* and *far*.
 3. Ask a student to stand near the door. Ask another student to stand far from the door. Ask a student in the group to make a statement about the positions of the two students standing near and far from the door.
 4. Pass out the folded Manila paper. Have students write on the left side, *near* and on the right side, *far*. Have students draw on the *near* half a picture of something they are near. Then have students draw on the *far* half a picture of something that is far away.

Session 5: Near vs. Far on a Map _____

Materials

- Map of the world

Instructional Activities

NOTE: The following Web resource offers a variety of maps:

- “Geography Home Page.” <<http://geography.about.com/>>.
1. Show students how one might use a map of the world to find where different countries and oceans are located.
 2. Show students the country we live in by pointing to the United States. Point to Virginia on the map to show students the state in which we live. Point out that we live near the Atlantic Ocean.
 3. Point to the Pacific Ocean. Ask the students if it is near or far from where we live.
 4. Repeat step 3 for other parts of the United States and the world in relation to Virginia (e.g., North Carolina, Alaska, Canada, France, Indian Ocean).
 5. For an extra challenge, also use the other positional words. For example, “Canada is *above* the United States on the map.”

Session 6: Culmination of Positional Words

Materials

- Attachment A: Position Words
- Teacher-selected book

Instructional Activities

1. Read a teacher-selected book that includes directional words and position of objects.
2. Pass out the worksheet containing the directional words.
3. Have students find the first directional word on the worksheet, and ask students to demonstrate the directional word. For example, for *near* the student might stand near another student or an object in the classroom. Repeat this exercise for all eight words.
4. Review positional words and content covered in this unit about the relative location of people, places, and things.

Additional Activities

Materials

- Read selected books that include directional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Locate objects in the classroom by using *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Sing songs that describe the directional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Draw pictures of objects to illustrate *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Play games such as “Hokey Pokey,” “Follow the Leader,” and “Simon Says” to reinforce directional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Explore maps and globes using directional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Have the class line up by placing students behind and in front of one another.
- Label objects in the classroom *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.

Attachment A: Position Words _____

near	far
above	below
left	right
behind	in front

Organizing Topic

Introduction to Maps and Globes

Standard(s) of Learning _____

- K.4 The student will use simple maps and globes to
- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
 - b) describe places referenced in stories and real-life situations;
 - c) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
- a) show a view from above;
 - b) show things in smaller size;
 - c) show the position of objects

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Identify and locate features on maps and globes.	_____
Use resource materials.	_____
Differentiate color symbols on maps and globes.	_____
Develop concepts of space by actively exploring the environment.	_____
Develop beginning map skills through manipulation of objects.	_____
Use maps of familiar objects or areas.	_____
Content	
Develop an awareness that maps and globes represent the Earth.	_____
Describe that the location of places referenced in stories and real-life situations can be shown on maps or globes.	_____
Locate land and water features found on maps and globes.	_____
Know the terms of:	
• Map: A drawing that shows what a place looks like from above	_____
• Globe: A round model of the Earth	_____
• Model: Something that stands for something else	_____
Understand that maps or globes can show the location of places referenced in stories and real-life situations.	_____
Realize that maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.	_____
Identify land and water features on maps and globes as shown by different colors.	_____

Understand that basic map concepts will help students use maps and globes.

Develop awareness about maps and globes using the following information as a guide:

- They show a view from above.
- They show things/objects as they are, only smaller.
- They show the position/location of things/objects.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Free Blank Outline Map of Virginia.” *About.com*. <<http://geography.about.com/library/blank/blxusva.htm>>. This Web page provides a line drawing of Virginia and links to other geography information.

“Geography Crafts.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/crafts/geography/>>. This Web page offers various arts and crafts projects related to geography.

“Geography Home Page.” *About.com*. <<http://geography.about.com/>>. This Web page provides links to information about geography as well as state maps, U.S. maps, and world maps.

“Helping Your Child Learn Geography.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/geog.html>>. This Web page offers many teaching activities including suggestions for teaching students about direction.

“Helping Your Child Learn History.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/history.html>>. This Web page provides suggestions about teaching history and includes some specific history activities.

“Learning Partners—Let’s Do History!” *KidSource Online*. United States. Department of Education. Office of Educational Research and Improvement. <<http://www.kidsource.com/kidsource/content2/history.lp.html>>. This Web page provides an activity for teaching history called “Our Heroes” as well as resources and links to related articles on teaching history.

Map Adventures. United States. Department of the Interior. U.S. Geological Survey. <<http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/>>. This Web site provides seven lessons that teach basic concepts for visualizing objects from different perspectives and how to understand and use maps.

“Virginia Map.” *50states.com*. <<http://www.50states.com/maps/virginia.htm>>. This page provides a line drawing of Virginia.

Weber, Patricia M. “Kindergarten Geography Web Sites.” <<http://www.d123.s-cook.k12.il.us/curriculumresources/geok/geok.htm>>. This Web page provides links to various Web sites and activities related to geography.

Session 1: What Is a Map?

Materials

- Chart paper
- A variety of colored markers
- A variety of models (e.g., airplane, car, ship, dollhouse furniture)
- A variety of maps of familiar surroundings (e.g., neighborhood, playground, classroom, school)
- Textbook, trade books, or other instructional materials

Instructional Activities

NOTE: The following Web resources may be helpful:

- *Map Adventures*. < <http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/> >
- “Helping Your Child Learn Geography.” <<http://www.kidsource.com/kidsource/content/geog.html>>.

1. Display teacher-selected library and other trade books about maps and globes.
2. Begin by showing students the various models. Let students carefully hold and look at each one. Discuss how a model represents another object. Ask students if they think a model is the same shape as the real object it represents. Ask whether the model is the same size as the object it represents. Explain that maps and globes are types of models also. They represent a real area and show us where people, places, and things are located.
3. Ask students to share what they know about maps. Record their knowledge on chart paper using a colored marker.
4. Read a teacher-selected story about maps.
5. Allow students time to explore the trade books you have displayed.
6. After students have looked at the books about maps, ask what facts about maps they learned. Record these facts on the chart using a different colored marker.
7. Discuss all facts presented by the students. Emphasize that a map is a drawing that shows what a place looks like from above, and a model is something that represents something else.
8. After reviewing the completed chart, ask students to show you their favorite maps among those found in the trade books. Ask each student what the favorite map represents. Together, discover that each of the maps show a place as if it were viewed from above.

Session 2: Globes Show Land and Water Features

Materials

- Teacher-selected book about globes
- One inflatable globe (available at most educational supply stores)
- One globe for every pair of students
- Trade books about globes
- One copy of “Black Line of the Earth — Land and Water” for each student (Attachment A)
- Crayons, markers, or colored pencils

Instructional Activities

1. In this lesson, students will become familiar with a globe and will locate land and water features on the globe.
2. Begin by reviewing the chart constructed in Session 1 that reflects the students’ knowledge of maps. Inform students that not all maps are flat, and that some—globes—are round models of the Earth.
3. Have students sit in a circle. Read a teacher-selected book about globes, emphasizing that colors are used on the globe to represent different areas. Explain that blue represents water and green (or brown) represents land.
4. After reading and discussing the book, have students play a game using an inflatable globe, according to the following directions.
 - Gently toss the inflatable globe to a student who is not sitting beside you.
 - The student who catches the globe should close his/her eyes and put his/her thumb somewhere on the globe.
 - With eyes open, the student should tell the class whether his/her thumb is on land or water, depending on the color.
 - Each student in the circle should have a turn.
5. After all class members have had a turn, divide the class into pairs. Each pair will then practice the same game with a standing globe. Direct each student to take turns with his/her partner, spinning the globe before putting his/her thumb on it. The student again should identify whether his/her thumb is on land or water.
6. Give each student a copy of Attachment A: Black Line of the Earth — Land and Water. Have students color the land green and the water blue.

Session 3: Yummy Maps

Materials

- Teacher-selected trade books about maps
- Teacher-made map of the classroom (one per student) with the following areas clearly labeled: door, window, restroom, listening center, book area, art center
- Teacher-made map of the classroom (one per student) without labels
- Sealable plastic bag (one per student) containing each of the following ingredients:
 - 1 long rectangular graham cracker, to represent the classroom
 - 2 raisins, to represent number of doors in the classroom
 - 3 or more gum drops, to represent learning stations in the classroom
 - pieces of pretzels, to represent the number of windows in the classroom
- Paper towels, or baby wipes
- Textbook, trade books, or other instructional materials

Instructional Activities

NOTE: The following Web resources may be helpful:

- *Map Adventures*. <<http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/>>.
 - “Helping Your Child Learn Geography.” <<http://www.kidsource.com/kidsource/content/geog.html>>.
1. Review what students have discovered so far about maps and globes. Remind them of the terms they have learned such as the terms *map*, *globe*, and *model*.
 2. Distribute teacher-made maps of the classroom with labels for the students. Ask students if they recognize the area depicted on the map.
 3. Show students that on the map of the classroom, there are areas labeled, such as the door, windows, book area, and art center.
 4. Distribute plastic bags containing snacks to the students, and tell them that the snacks will be used to make a map of the classroom. Explain to students that they should use the following materials to represent areas of the classroom:
 - The 2 raisins will represent the doors in your classroom.
 - The gumdrops will represent the different learning stations in your classroom.
 - The pieces of pretzels will represent the windows in your classroom.
 5. After all maps have been completed, ask students to tell what each snack represents.
 6. Allow students to enjoy their delicious map.

Session 4: "X" Marks the Spot

Materials

- Classroom map (one per student) with an X on it marking a place where you have hidden "treasure"
- Classroom map (one per student) without an X
- Teacher-selected book about maps
- Inexpensive treats for your students (stickers, pencils, etc.)

Instructional Activities

NOTE: The following Web resources may be helpful:

- *Map Adventures*. <<http://mapping.usgs.gov/mac/isb/pubs/teachers-packets/mapadventures/>>.
 - "Helping Your Child Learn Geography." <<http://www.kidsource.com/kidsource/content/geog.html>>.
1. Review previous activities and the terms *map*, *globe*, and *model*. Ask students who they think might use maps, and record the answers on the board.
 2. Read a teacher-selected trade book about maps.
 3. After reading and discussing the book together, tell students that they will be using a map to find a hidden treasure.
 4. Distribute the classroom maps marked with an X, and have students work independently or in small groups to find the "treasure" hidden by the teacher. (Note: This activity may require assistance from additional adults.)
 5. After students have found the "treasure" hidden by the teacher, give each student a copy of a classroom map (without the X) and a "treasure" to hide. Have each student to hide the treasure and mark the classroom map with an X on the spot where the treasure can be found.

Additional Activities

- Introduce a globe as a round model of the Earth.
- Read selected library books about maps and globes.
- Create a globe out of a round object and label the land and water features.
- Locate the places on the globe referenced in stories read aloud to the class.
- Show a variety of maps of the world, the United States, and Virginia.
- Make a map of the classroom, playground, or neighborhood.
- Use maps of the classroom, playground, or neighborhood to locate a certain place.
- Create a model of a familiar object in the classroom.
- Define *map* and create a class list of different kinds of maps.
- Create maps of familiar places using food or other manipulatives.
- Create a map of your classroom on paper and distribute to each student to keep.
- Supply students with various maps as well as trade books about maps in the classroom.

Attachment A: Black Line of the Earth — Land and Water _____

Organizing Topic

People of Other Times and Places

Standard of Learning

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Use information from print and non-print sources.	
Separate fact from fiction.	
Identify primary ideas expressed in data.	
Use a calendar.	
Content	
Recognize that history relates events that have already happened, and teaches us about the interesting lives of people long ago.	
Know that we celebrate holidays to remember people and events of long ago.	
Know the terms:	
<ul style="list-style-type: none">• Long ago/past/present• Real and make-believe• History: Events that have already happened	
Identify the following people:	
<ul style="list-style-type: none">• Pocahontas: She was an Indian (First American) girl who was a helper and friend to the settlers in Jamestown.• George Washington: He was the first President of the United States and often called the “Father of Our Country.”• Betsy Ross: She is believed to have sewn one of the first flags for our country.• Abraham Lincoln: He was a United States President and often called “Honest Abe.”	
Identify the following holidays:	
<ul style="list-style-type: none">• Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November.• Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.• Presidents’ Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.	

- **Independence Day (Fourth of July):** This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July.
-

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>> There is a brief biography of Lincoln on this Web page as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“American Independence Day: Fourth of July Theme.” *A to Z Teacher Stuff*.

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page provides arts and crafts projects, activities, games, coloring pages, and more about Independence Day.

“Betsy Ross Homepage.” *ushistory.org*. Independence Hall Association. <<http://www.ushistory.org/betsy/>>. This Web page offers links to information about Betsy Ross and the American flag.

“Celebrate! Holidays in the USA.” *Embassy of the United States of America: Stockholm, Sweden*. United States. Department of State. <<http://www.usis.usemb.se/Holidays/celebrate/index.html>>. This Web pages lists national holidays, and provides links to holidays’ histories, including that of Independence Day.

The First Thanksgiving. Scholastic, Inc. <<http://teacher.scholastic.com/thanksgiving/index.htm>>. This interactive Web site provides an illustrated timeline of the early settlers’ first year in America, “interviews” with members of the *Mayflower’s* crew, depictions of life in Plymouth, and an online game that teaches facts about Thanksgiving.

“George Washington.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

“Martin Luther King, Jr.” *EnchantedLearning.com*. <<http://www.EnchantedLearning.com/history/us/MLK/>>.

This Web page provides a biography, a timeline, activities, and quizzes about Martin Luther King, Jr., as well as information about other famous African Americans.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

Pemberton, Anne. “Abraham Lincoln.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>. This Web page provides links to various biographies of Abraham Lincoln.

Pemberton, Anne. “George Washington.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Washington.html>>. At this Web page, teachers can find a biography of George Washington as well as many links to additional information about Washington’s life and career.

Pemberton, Anne. “Pocahontas.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>. This Web page provides links to a biography of Pocahontas, quizzes and projects, and a list of resources for further information about Pocahontas.

Pemberton, Anne. “Reverend Dr. Martin Luther King, Jr.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/King.html>>. Teachers

can find links to information about Martin Luther King, Jr., and the holiday that honors him at this Web page, as well as a timeline of the Civil Rights Movement and some of Dr. King's papers.

"Pocahontas." *Jamestown Rediscovery*. Association for the Preservation of Virginia Antiquities. <<http://www.apva.org/history/pocahont.html>>. This is a biography of Pocahontas that includes resources for further reading.

Simmons, Sheila A. "President's Day." *Schools of California Online Resources for Education (SCORE): History/Social Science*. San Bernadino County Superintendent of Schools. <<http://score.rims.k12.ca.us/activity/presidentsday/>>. This Web page offers information about George Washington and Abraham Lincoln, along with activities and a list of resources for further reading.

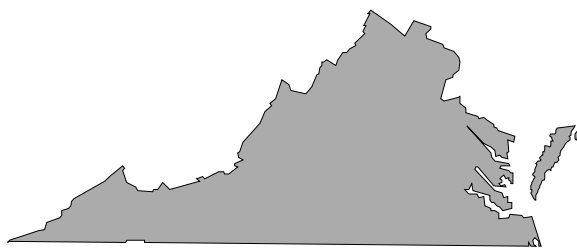
Session 1: Who Was Pocahontas?

Materials

- Teacher-selected book about Pocahontas
- Chart paper
- Markers or crayons
- Manila paper

Instructional Activities

1. Read a teacher-selected book about Pocahontas, and explain that
 - Pocahontas was a real American Indian (First American) woman who was friendly with settlers who lived in a colony called Jamestown in Virginia
 - Pocahontas' father was an Indian chief
 - Pocahontas means "playful one."
2. Review the story of Pocahontas. Write on chart paper facts learned from the story.
3. Have students list ways in which Pocahontas might have helped the settlers in Jamestown. Post student responses on chart paper.
4. Remind students that Pocahontas means "playful one." Have each student come up with a name for himself/herself based upon the student's interests or qualities. For example, a person who enjoys dancing might be named "Graceful Dancer." Inform students that, in Pocahontas' day, girls were often named after plants, and boys were named after animals. In addition, have each student illustrate the interests or qualities expressed by the name.
5. Explain to the students that history relates events that have already happened, and teaches people about the interesting lives of people long ago.
6. Introduce the terms *long ago*, *past*, and *present*. Explain that Pocahontas lived long ago in the past. Pocahontas was already a young lady when the first European settlers arrived looking for a new land. Have the students describe the pictures in the book that show Pocahontas lived long ago as compared to how students live today.



Session 2: What Is a Wood-and-Bark Shelter? _____

Materials

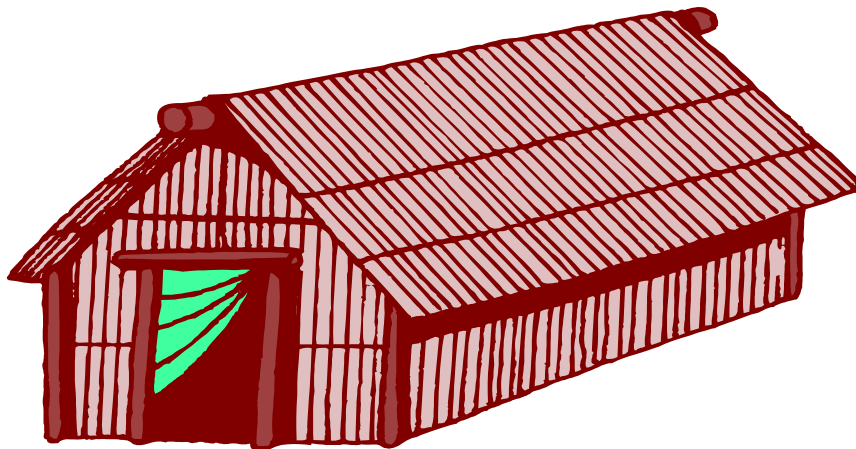
- Teacher-selected book about Pocahontas read in Session 1
- Chart from Session 1, containing facts from the Pocahontas story
- Illustration of a wood-and-bark house, or longhouse
- Teacher-created worksheet for each student: Divide a paper into eighths, and draw a longhouse in each section.
- Dried corn kernels
- Glue

Instructional Activities

NOTE: The following Web resources may be helpful for information on Pocahontas:

- “Pocahontas.” <<http://www.apva.org/history/pocahont.html>>.
 - “Pocahontas.” <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>.
1. Review the chart from Session 1 to remind students of the facts they learned about Pocahontas.
 2. Review the teacher-selected book about Pocahontas. Ask the students to recall the type of shelter found in the book. The Powhatan people used wood and bark from nature to create a shelter that would protect them from the outside weather.
 3. Show the students the illustration of a wood-and-bark house (longhouse). Explain that a wood-and-bark house (longhouse) would hold up to 20 families.
 4. Pass out the teacher-created worksheet. Instruct students to number each longhouse 1–8. Then have students glue the corresponding number of corn kernels onto the roof of each longhouse.
 5. Divide the class into two groups—settlers and American Indians (First Americans). Have the American Indians (First Americans) bring corn to the settlers. Discuss how the American Indians (First Americans) traded corn with the settlers and helped the settlers plant corn for food.

Wood-and-bark shelter



Session 3: Who Was George Washington? _____

Materials

- Teacher-selected book about George Washington
- Chart paper
- Markers

Instructional Activities

NOTE: The following Web resources may be helpful for information on George Washington:

- “George Washington.” <<http://www.educationalsynthesis.org/famamer/Washington.html>>.
 - “George Washington.” <<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>.
1. Ask students what they know about George Washington. Display pictures of George Washington. Explain that he was the first president of the United States and did many important things for our new country.
 2. Read a teacher-selected book about George Washington.
 3. Have the students share what they have learned about George Washington from the book, as the teacher writes the information on chart paper.
 4. Show the students the likenesses of George Washington on the quarter and the one-dollar bill.

What We Learned About George Washington



Session 4: George Washington: Father of Our Country_____

Materials

- Teacher-selected book about George Washington, different from the one read in Session 3
- Chart from Session 3, containing facts about George Washington
- Construction paper, Manila paper, or newsprint
- Cotton balls (8 per student)
- Pencils and crayons
- Glue

Instructional Activities

1. Ask the students to recall the facts they learned about George Washington in the previous session. Review the chart.
2. Read aloud another book about George Washington, and tell students to listen for any new or different facts not mentioned in the first book.
3. Ask, “What things did George Washington do in this book that were different from the book we read yesterday?” List the answers on the chart paper.
4. Explain to the students that George Washington has a nickname, just as some of the students may have nicknames. If a student is known by a nickname, consider pointing it out as an example. Tell students that George Washington’s nickname is “the Father of Our Country” because he was the first president of our country and helped create a country of freedom.
5. Pass out construction paper, Manila paper, or newsprint, and tell students they will be making pictures of George Washington. Give students the following instructions:
 - Draw a circle.
 - Draw a rectangle below the circle for a shirt.
 - Draw a hat on top of the circle.
 - Glue four cotton balls on each side of the circle to represent a wig.
 - Using crayons, complete the portrait of George Washington, and write his name below the picture.

Session 5: Legend of the Cherry Tree (Optional)

Materials

- One sealable sandwich bag per student
- One graham cracker square per student
- Margarine
- Cherry pie filling
- Muffin papers
- Measuring spoons

Instructional Activities

NOTE: This session can also be used on President's Day.

1. Tell students the story of George Washington and the cherry tree. According to legend, George Washington chopped down a cherry tree when he was a boy. When he returned home, his father asked, "Who chopped down my cherry tree?" George replied, "I cannot tell a lie, it was me."
2. To celebrate this legend, have students make cherry tarts by following these instructions:
 - Put graham cracker in the sandwich bag, and seal the bag.
 - Be sure the bag is sealed tightly, and then pound the bag to make cookie crumbs.
 - Measure and add 1 teaspoon of margarine into the bag, and reseal the bag.
 - Be sure the bag is sealed tightly, and then squeeze the bag to mix the ingredients.
 - Pour the mixed ingredients into a muffin paper to make a crust.
 - Top with two tablespoons of cherry pie filling.
3. Enjoy the cherry tarts.

Session 6: Betsy Ross and Independence Day

Materials

- Teacher-selected book about Betsy Ross
- One sheet of red construction paper per student
- One pre-cut blue square of construction paper per student
- 6 strips of white construction paper per student
- Glue
- Crayons
- Strips of paper with “The First American Flag” typed on them

Instructional Activities

NOTE: The following Web resource may be helpful for information on Betsy Ross:

- “Betsy Ross Homepage.” <<http://www.ushistory.org/betsy/>>.
1. Tell students that it is believed a special woman sewed one of the first American flags. Ask the students if anyone knows the story or the woman’s name.
 2. Read a teacher-selected book about Betsy Ross.
 3. Discuss the characters in the book. Ask the students why there were 13 stripes and stars on the flag.
 4. Assist students as they make their own flags, according to these instructions:
 - Glue the 6 white strips onto the red construction paper, leaving a red stripe between each white stripe and a red stripe at the bottom and top of the flag. There should be seven red stripes and six white stripes.
 - Glue the pre-cut blue square onto the upper left corner of the red construction paper.
 - Complete the flag by gluing onto the back the strip reading “The First American Flag.”

Session 7: Independence Day _____

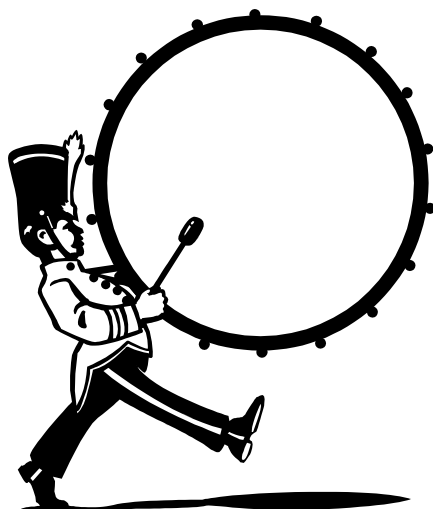
Materials

- Teacher-selected book about Independence Day
- One black line drawing of a drum per student

Instructional Activities

NOTE: The following Web resources may be helpful for information on Independence Day:

- “American Independence Day: Fourth of July Theme.”
<<http://www.atozteacherstuff.com/themes/july4th.shtml>>.
 - “Celebrate! Holidays in the U.S.A.” <<http://www.usis.usemb.se/Holidays/celebrate/independ.html>>.
1. Explain to students that Independence Day is a day to remember when the United States became a new country and is sometimes called America’s birthday. Explain that it is a summer holiday celebrated on July 4.
 2. Read the teacher-selected book about Independence Day.
 3. When finished, summarize the facts from the book. Ask students what colors they saw most in the book. Tell the students that red, white, and blue are the colors of the American flag. The flag stands for freedom.
 4. Have students discuss what freedom means to them.
 5. Compare Betsy Ross’ American flag to today’s flag.
 6. Pass out the drawings of the drum, and have students color the drum red, white, and blue. Ask students to write or draw in the middle of their drum things they love about America.
 7. Share drums and the student drawings with the class.



Session 8: Who Was Abraham Lincoln?

Materials

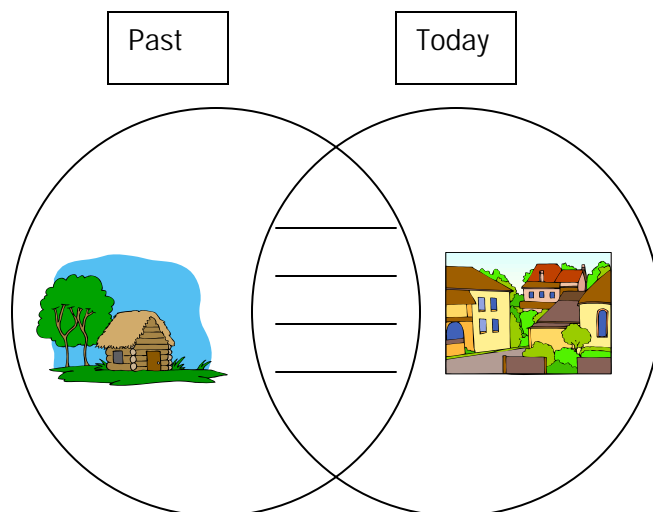
- Teacher-selected book about Abraham Lincoln
- Chart paper
- Markers

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln.” <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>.
 - “Abraham Lincoln.” <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>.
1. Explain to students that Abraham Lincoln, like George Washington, was a President of the United States. Abraham Lincoln was President many years after George Washington was. Ask students to recall things that George Washington did as the first President of the United States.
 2. Show the students the likeness of Abraham Lincoln on a penny.
 3. Read the teacher-selected book about Abraham Lincoln.
 4. Tell students that Abraham Lincoln is often called “Honest Abe.” Explain that it is believed he was given this nickname when, as a young man, he worked as a clerk in a small store. One day a man came to buy an item, and Abraham Lincoln did not give him the correct amount in change. Abraham Lincoln walked a far distance to give this person the correct amount of change. Since that incident, Abraham Lincoln has been called “Honest Abe.”
 5. Have students share a time when they were honest.
 6. Display a picture of a log cabin.
 7. Discuss with the students the type of house Abraham Lincoln lived in when he was a boy.
 8. On chart paper, make a Venn diagram with a picture of a log cabin and a picture of a modern house. Discuss the differences and similarities between the two houses.

I was honest when...	
Abe	Me



Session 9: Martin Luther King, Jr. Day

Materials

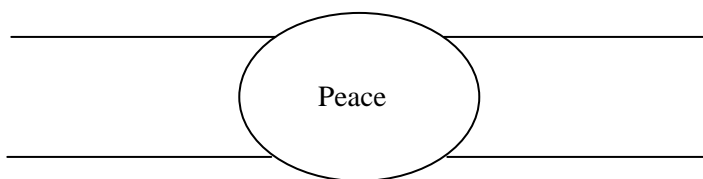
- Teacher-selected book about Martin Luther King, Jr.
- Chart paper
- Markers
- Paper plates
- Orange construction paper
- White construction paper
- Crayons
- Glue
- Scissors
- Strips of paper with “Dr. Martin Luther King, Jr., wanted peace for everyone” typed on them

Instructional Activities

NOTE: The following Web resources may be helpful for information on Martin Luther King, Jr.:

- “Martin Luther King, Jr.” <<http://www.EnchantedLearning.com/history/us/MLK/>>.
- “Reverend Dr. Martin Luther King, Jr.” <<http://www.educationalsynthesis.org/famamer/King.html>>.

1. Ask students what they think “peace” means. Write their ideas in an idea web format. Write the word “peace” in the middle.



2. Display a picture of Martin Luther King, Jr.
3. Explain that Martin Luther King, Jr. was an African American who worked so that all people would be treated fairly.
4. Read a teacher-selected book about Martin Luther King, Jr.
5. Ask the students to discuss the accomplishments of Martin Luther King, Jr. Review the reasons we still celebrate his accomplishments on his birthday.
6. Explain that a dove is a bird that represents peace. Have students make doves by following these instructions:
 - Fold a white paper plate in half, and glue the halves together.
 - Cut a circle from white construction paper, and glue the circle to one end of the folded edge.
 - Cut a triangle from the white construction paper, and glue its point to the other end of the folded edge.
 - Make a small beak with the orange construction paper, and glue it to the white circle face.
 - Use crayons to decorate the eyes and wings.
 - Glue onto the dove the strip reading “Dr. Martin Luther King, Jr. wanted peace for everyone.”

Additional Activities

- Read selected books about life long ago.
- Compare life in the past and present by sharing family pictures and stories.
- Read selected books about Pocahontas.
- Make a booklet about Pocahontas, identifying her as an American Indian (First American) who was a helper and friend to the settlers in Jamestown.
- Read books that give historical accounts of George Washington.
- Identify George Washington on a quarter and a dollar bill.
- Read selected books about Betsy Ross.
- Separate fact from fiction by describing the story of Betsy Ross as a legend.
- Read selected books about Abraham Lincoln.
- Identify Abraham Lincoln on the penny and a five-dollar bill.
- Mark the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July) on a calendar.
- Read selected books about the first Thanksgiving.
- Create booklets about Thanksgiving, providing facts about the early American settlers, American Indians (First Americans), and the first Thanksgiving.
- Read selected books about Martin Luther King, Jr. and draw pictures of events in his life.
- Read selected books about Independence Day (Fourth of July), and draw pictures of different Independence Day (Fourth of July) celebrations and activities.

Organizing Topic

Changes in Life Over Time

Standard(s) of Learning _____

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Collect information from print and non-print sources.	_____
Gather and classify information.	_____
Compare information.	_____
Describe a picture.	_____
Content	
Understand that everyday life today is different from life long ago.	_____
Recognize that stories and families can describe events from the past.	_____
Understand the following terms:	
• Past: Something that has already happened	_____
• Present: What is happening now	_____
Know that information about life in the past is gained through the study of Thanksgiving and the stories of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.	_____
Understand that descriptions of life in the past and present can be shared by families through pictures and stories.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>> There is a brief biography of Lincoln on this Web page as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“Betsy Ross Homepage.” *ushistory.org*. Independence Hall Association. <<http://www.ushistory.org/betsy/>>. This Web page offers links to information about Betsy Ross and the American flag.

“Celebrate! Holidays in the USA.” *Embassy of the United States of America: Stockholm, Sweden*. United States. Department of State. <<http://www.usis.usemb.se/Holidays/celebrate/index.html>>. This Web pages lists national holidays, and provides links to holidays’ histories, including that of Independence Day.

The First Thanksgiving. Scholastic, Inc. <<http://teacher.scholastic.com/thanksgiving/index.htm>>. This interactive Web site provides an illustrated timeline of the early settlers’ first year in America, “interviews” with members of the *Mayflower’s* crew, depictions of life in Plymouth, and an online game that teaches facts about Thanksgiving.

“The Flag of the United States of America.” <<http://www.geocities.com/CapitolHill/4182/>>. This Web page presents a timeline illustrating the history of the flag.

“George Washington.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

“National/Historical American Flags.” University of Oklahoma College of Law.

<http://www.law.ou.edu/hist/flags/fedflag.shtml>. This Web page depicts sixteen versions of the American flag as it appeared at various times during the nation’s history.

Pemberton, Anne. “Abraham Lincoln.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>. This Web page provides links to various biographies of Abraham Lincoln.

Pemberton, Anne. “George Washington.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Washington.html>>. At this Web page, teachers can find a biography of George Washington as well as many links to additional information about Washington’s life and career.

Pemberton, Anne. “Pocahontas.” *Famous Americans*. Educational Synthesis, a Division of the Enabling Support Foundation. <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>. This Web page provides links to a biography of Pocahontas, quizzes and projects, and a list of resources for further information about Pocahontas.

Pocahontas.” *Jamestown Rediscovery*. Association for the Preservation of Virginia Antiquities.

<<http://www.apva.org/history/pocahont.html>>. This is a biography of Pocahontas that includes resources for further reading.

Session 1: Introduction to Past and Present _____

Materials

- Classroom calendar
- Drawing paper
- Crayons
- Chalk

Instructional Activities

1. Ask students to tell some of the things they did when they left school the previous day. Write these ideas on the board. Make a T chart, and write the word “past” above these activities. A sample T chart follows:

Past	Present
played outside	listening to the teacher
ate dinner	drawing a picture
looked at a book	talking with a friend
brushed teeth	walking in the hall

2. Ask students to tell some activities they have done in school the current day. Write these activities on the right side of the T chart, and write “present” above these activities.
3. Read the word “past” and the activities listed beneath. Ask for a volunteer to explain what they think the word “past” means.
4. Explain to students that “past” means a time before now and that something that happened in the past has already happened. Explain that “present” means now and that something that is happening in the present is happening now.
5. Pass out drawing paper to each student, and tell students to fold the paper in half. Have them draw or write on one side something that happened in the past. Have them draw or write on the other side something happening in the present.
6. Collect papers, and have students share their ideas of past and present.

Time

Past	Present

Session 2: Did It Happen Yesterday or Today? _____

Materials

- Pocket chart with one pocket labeled “Past” and one pocket labeled “Present.”
- Index cards (one per student), each with a sentence that includes “yesterday” or “today” (e.g., “Yesterday we went to the grocery store” or “Today we had a snack”)

Instructional Activities

1. Review with the students the terms *past* and *present*. Ask a student to explain the difference between past and present.
2. Play the “Past and Present” game by following these instructions:
 - Have a student select an index card.
 - Have the student read the card aloud.
 - Have the student place the card in the appropriate pocket (i.e., “Past” or “Present”) of the pocket chart.
 - Repeat until each student has had a turn.

Session 3: Calendars Show Past, Present, and Future _____***Materials***

- Classroom calendar
- Sentence strips, each containing one of the following incomplete sentences:
 - Today is _____.
 - Yesterday was _____.
 - Tomorrow will be _____.
- Index cards, each labeled with one of the following:
 - Past
 - Present
 - Future

Instructional Activities

1. Have students look at the calendar and give the current date and day of the week, the date and day of the week of the previous day, and the date and day of the week of the next day.
2. Post the sentence strips, and ask students to place the “Past”, “Present,” and “Future” cards next to the corresponding statements.
3. Repeat daily during the unit and periodically through the year.

Session 4: News of the Day

Materials

- Laminated chart paper titled “News Time,” with subheadings for “Today’s News” and “Yesterday’s News”
- Markers

Instructional Activities

1. Explain to students that a newspaper includes stories about events occurring in the present as well as those that happened in the past. Tell the students that the class will start a newspaper, and each morning the newspaper will report “News for Today” and “News from Yesterday.”
2. Have students suggest events to write about under “News for Today.” To show that the events are happening in the present, use such words as “today,” “presently,” and “now.” Some things to record may include
 - date
 - school happenings
 - birthdays
 - lunch menu
 - subjects to study
 - books that will be read
 - weather
 - special events.
3. Have students suggest events to write about under “News from Yesterday.” To show that the events are happening in the past, use such words and phrases as “yesterday” and “in the past” and be sure to write in the past tense. Some things to record may include
 - yesterday’s date
 - books that were read
 - activities that were completed
 - television shows that were watched
 - yesterday’s weather
 - events that happened in the classroom or school.

Session 5: Events on a Timeline

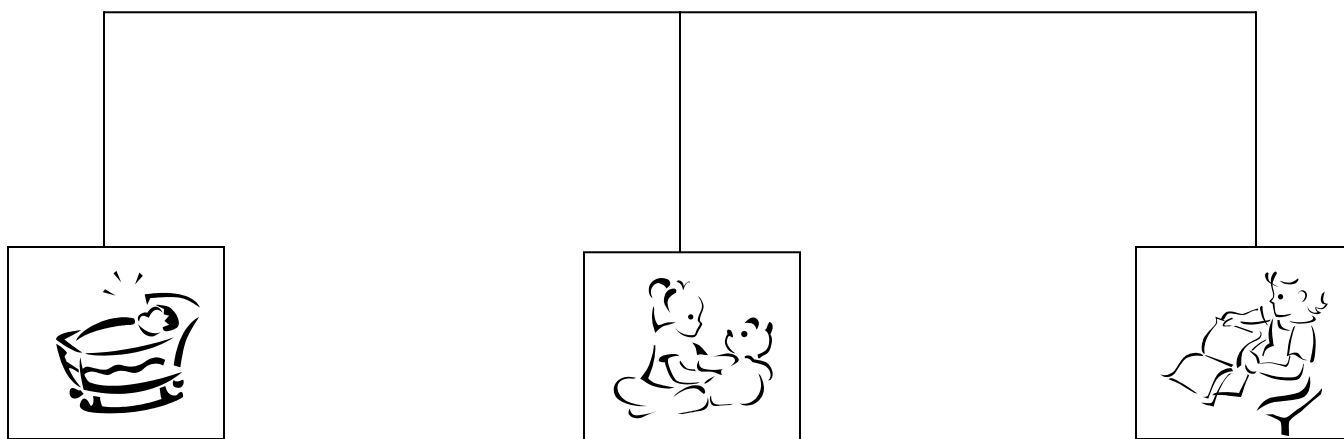
Materials

- Timeline (one per student) with 3 blank lines: one under the left side, one under the middle, and one under the right side
- Crayons
- Chalk

Instructional Activities

1. Tell the students that a timeline is used to organize things that have happened in the past.
2. Pass out the timelines to students. On the chalkboard draw a similar timeline. Label the left side of the timeline “past” and above it draw or place a picture of you as a baby. Say to the class, “In the past I was a baby.” Label the middle of the timeline “past” and above it draw or place a picture of you as a child. Say to the class, “In the past I was a child.” Label the right side of the timeline “present” and above it draw or place a picture of you as an adult. Say to the class, “Presently I am an adult.”
3. Have the students complete their own timelines by drawing or pasting pictures of themselves.
4. Have students share their timelines, and encourage them to describe the events using phrases such as “in the past” and “in the present.”

Sample Student Timeline

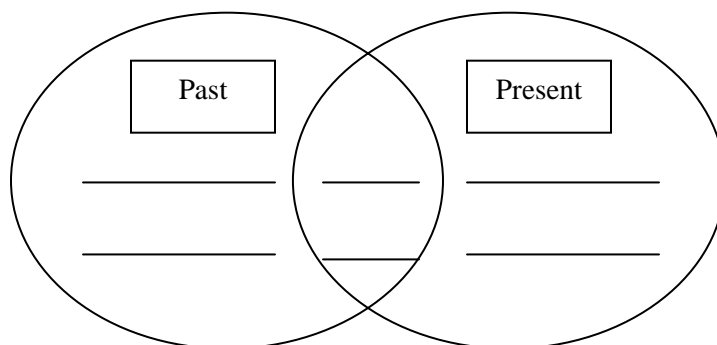


Session 6: Transportation in the Past and Present _____**Materials**

- Pictures or clip art of:
 - horse
 - horse and carriage
 - people walking
 - antique car
 - modern car
 - bicycle (antique and modern)
 - ship with sails (such as the Mayflower)
 - cruise ship
 - rowboat
 - biplane
 - single-wing airplane
 - rocket or space shuttle
 - jet
- Two sentence strips, one labeled “Transportation of the Past” and the other labeled “Transportation of the Present”
- Chalk
- Magnets, cellophane tape, or pocket chart
- Book on transportation

Instructional Activities

1. Explain that things change over the years and that one example is transportation. Transportation was much different in the past than it is today.
2. Read a book on transportation, and afterward ask the students to name the types of transportation they learned about from the book. If applicable, ask which types look like transportation in the present and which look like past types of transportation.
3. Post the two sentence strips (“Transportation of the Past” and “Transportation of the Present”). Show students the pictures of the various modes of transportation, and ask students to tell under which sentence strip the picture belongs.
4. Discuss the various modes of transportation, encouraging students to find similarities and differences. Tell the students that, while several changes have occurred in transportation over the years, some modes of transportation are the same today as they were in the past.
5. Draw a Venn diagram with the labels “Past” and “Present.”

Venn Diagram

6. Ask students to help sort the transportation pictures into the appropriate categories on the diagram. Explain that pictures of those modes of transportation that were used in the past and are still used today will be placed in the overlapping portion of the diagram.
7. Encourage students to suggest reasons that those modes of transportation in the overlapping portion of the diagram have survived to the present.

Session 7: Thanksgiving Past

Materials

- Teacher-selected book about the settlers in early America that includes illustrations of the houses in which the settlers lived
- Drawing paper
- Crayons
- Chalk

Instructional Activities

1. Discuss with students the reasons we celebrate Thanksgiving. Talk about the role of the settlers in the first Thanksgiving. Explain that the settlers lived long ago in the past and that their houses were different than today's houses.
2. Read a teacher-selected book about the settlers in early America.
3. Consider allowing students to visit the following Web sites to learn more about Thanksgiving:
 - *The First Thanksgiving*. <<http://teacher.scholastic.com/thanksgiving/index.htm>>.
 - "Celebrate! Holidays in the USA." <<http://www.usis.usemb.se/Holidays/celebrate/index.html>>.
4. Use a Venn diagram to compare the early settlers' houses with the houses of today. Write student responses in the appropriate section of the diagram.
5. Pass out drawing paper to students and tell them to fold the paper in half. Instruct students to draw a picture of a house from the past on one side and label it "Past." Have students draw a modern house on the other side and label it "Today."

Session 8: Clothing of the Past

Materials

- Teacher-selected book that depicts clothing of the early American settlers
- Coloring sheet of a settler
- Crayons

Instructional Activities

1. Read a teacher-selected book that shows clothing of the early American settlers.
2. Discuss differences between settlers' clothing and the clothing worn today.
3. Review the names and pieces of clothing. Discuss colors settlers might have worn.
4. Pass out coloring sheets and have students complete them. Encourage students to use traditional settler colors such as tan, medium brown, dark brown, gray—not just black.

Session 9: Getting to Know the American Indians (First Americans) _____***Materials***

- Teacher-selected book on American Indians (First Americans) at Thanksgiving
- Pictures of houses, food, clothing, and utensils of past and present
- Pocket chart with one pocket labeled “Past” and one pocket labeled “Present.”

Instructional Activities

1. Read a teacher-selected book about the American Indians (First Americans).
2. Discuss with students the American Indians (First Americans). Include in the discussion topics such as food, clothing, and shelter.
3. Show American Indian (First American) pictures to the students, and ask them to determine whether each picture is from the past or the present. Sort the pictures on the pocket chart according to students’ answers.

Session 10: Pocahontas — A Friend to the Settlers_____

Materials

- Chart paper
- Markers
- Teacher-selected book about Pocahontas
- One sheet per student, labeled “My life is the same” on one side and “My life is different” on the other.

Instructional Activities

NOTE: The following Web resources may be helpful for information on Pocahontas:

- “Pocahontas.” <<http://www.apva.org/history/pocahont.html>>.
- “Pocahontas.” <<http://www.educationalsynthesis.org/famamer/Pocahontas/>>.

1. Draw a KWL chart, and explain its purpose.

KWL Chart		
What We Know	What We Want to Know	What We Learned

2. Have students share facts they **know** about Pocahontas.
3. Continue by allowing students time to think about what they **want** to know about Pocahontas.
4. Read a teacher-selected book about Pocahontas.
5. After reading the book, ask students to share what they have **learned** about Pocahontas.
6. Have students discuss how Pocahontas’ life differed from students’ lives today.
7. Ask students to provide examples of how their lives are the same as Pocahontas’.

Session 11: Thanksgiving Bulletin Board

Materials

- Teacher-selected book about the first Thanksgiving
- Brown 8½" x 11" construction paper (one per student)
- Various colors of construction paper
- Wiggle eyes
- Turkey wattles cut from red construction paper (one per student)
- Turkey beaks cut from orange construction paper (one per student)
- Pencils
- Glue
- Scissors
- Chalk
- Writing paper

Instructional Activities

1. Read a teacher-selected book about Thanksgiving.
2. Ask students to state similarities between the first Thanksgiving and Thanksgiving today (e.g., food, family togetherness, games). Write these ideas on the board.
3. Explain to students that some activities from the past are so fun that they become traditions. One tradition is eating turkey on Thanksgiving.
4. Have students make paper turkeys by following these instructions:
 - Trace your shoe on brown construction paper, and then cut out the shape.
 - Trace your hand on 4 colors of construction paper, and then cut out the 4 handprints.
 - Glue the palms of the handprints around the heel of the shoe cutout.
 - Glue wiggle eyes, beak, and wattle to the shoe cutout.
5. Have students write on a sheet of paper “At Thanksgiving I like...” and complete the statement.
6. Post the students’ writing and turkeys on a bulletin board.

Session 12: Thanksgiving of Today

Materials

- Teacher-selected book on the holiday of Thanksgiving
- Pre-collected photos of students' families sharing Thanksgiving
- Chart paper
- Markers

Instructional Activities

1. Read a teacher-selected book about Thanksgiving, as it is celebrated today.
2. Discuss the ways people in the book celebrate Thanksgiving.
3. Ask students to share their photos showing how their families celebrate Thanksgiving today.

Thanksgiving Today

Session 13: Betsy Ross — Fact or Fiction?

Materials

- Teacher-selected book about Betsy Ross
- Index cards, some labeled “Fact” and some labeled “Fiction”
- Index cards, each containing a statement about Betsy Ross. Some statements should be true, some false. (Use phrases such as “in the past.”)

Instructional Activities

NOTE: The following Web resources may be helpful for information on Betsy Ross:

- “Betsy Ross Homepage.” <<http://www.ushistory.org/betsy/>>.
- “The Flag of the United States of America.” <<http://www.geocities.com/CapitolHill/4182/main.htm>>.
- “History of the Flag of the United States.” <<http://www.usis.usemb.se/usflag/>>.

1. Explain to the students that important people and events in the past influence life in the present.
2. Tell students that you are thinking of a red, white, and blue object that was made in the past. Presently it can be found in classrooms, at baseball games, and many other places. Ask students to identify it.
3. Tell students a person named Betsy Ross made one of the first American flags. Read a teacher-selected book about Betsy Ross.
4. Explain to the students the difference between “fact” and “fiction.” Discuss examples of fiction, such as an imaginary story about a dog and a newspaper story about a dog. Ask for factual accounts from students about pets they own or know. Ask for examples of fictional stories they have read about animals. Move on to examples of historical fiction, such as George Washington chopping down the cherry tree, and of fact, such as historical accounts of George Washington’s childhood. Explain that fictional stories are sometimes invented to illustrate personal traits, such as honesty or bravery.
5. Tell the students they will play a game called “Fact or Fiction.” Read each index card, and in each case ask students whether the statement about Betsy Ross is fact or fiction.

Session 14: Abraham Lincoln _____***Materials***

- Teacher-selected biography of Abraham Lincoln that includes a depiction of his childhood
- One sheet of paper per student with “Abraham Lincoln liked to _____” written on the left half and “I like to _____” on the right half.
- Crayons

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln.” <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>.
- “Abraham Lincoln.” <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>.

1. Read to students the book about Abraham Lincoln.
2. Discuss the activities and hobbies he enjoyed as a child. Ask students to consider whether those activities are still enjoyed by children today.
3. Pass out the sheets of paper. Have students complete the two sentences and draw appropriate pictures to illustrate the statements.

Abraham Lincoln liked to	I like to

Session 15: Abraham Lincoln Is on the Penny

Materials

- One penny per student
- Large circle cut from blue construction paper (one per student)
- Medium-sized circle cut from red construction paper (one per student)
- Small circle cut from white construction paper (one per student)
- Yarn
- Hole puncher
- Glue
- Teacher-selected book about Abraham Lincoln

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln.” <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>.
- “Abraham Lincoln.” <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>.

1. Read to students the teacher-selected book about Abraham Lincoln.
2. Have students share what they know about the important things Abraham Lincoln did in the past.
3. Tell students that Abraham Lincoln’s accomplishments are considered so important that the United States put his face and the Lincoln Memorial on the penny.
4. Encourage students to examine and talk about the numbers, words, and pictures on the penny.
5. Have students make a “penny necklace” according to the following instructions:
 - Glue the red circle in the center of the blue circle.
 - Glue the white circle in the center of the red circle.
 - Glue the penny in the center of the white circle.
 - Punch a hole at the top of the blue circle.
 - Lace yarn through hole to make the necklace.

Session 16: George Washington

Materials

- Teacher-selected book about George Washington
- KWL chart
- Markers
- One quarter per student
- Crayons
- Paper

Instructional Activities

1. Display the KWL chart, and ask students to consider George Washington and help complete the “What We Know” and “What We Want to Know” sections of the chart.

KWL Chart		
What We Know	What We Want to Know	What We Learned

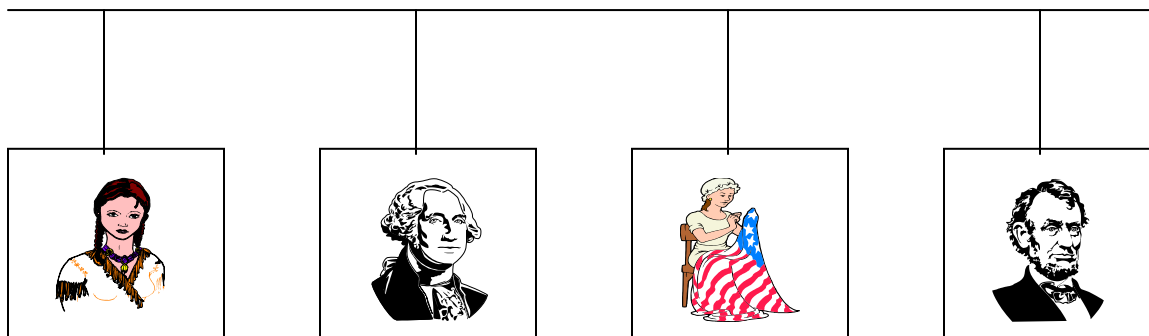
2. Read to students the teacher-selected book.
3. Ask students to help complete the “What We Learned” section of the KWL chart with facts learned from the book.
4. Explain that George Washington did many important things in the past, so the United States honored him by putting his face on the quarter.
5. Pass out quarters, and have each student make a crayon rubbing of the quarter. Discuss the features of the coin.

Session 17: Review of Timelines**Materials**

- Timeline labeled with “past” and “present”
- Pictures of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln
- Class photo
- Magnets

Instructional Activities

1. Provide students with clues to help them determine which historical figure lived first. (For example, “She was the daughter of an American Indian chief.”)
2. When the students provide the correct answer, place Pocahontas’ picture on the timeline near the word “past.” Continuing in chronological order, provide clues for the other figures.
3. When students answer the clue for the class photo, emphasize that the photo goes near the word “present.”
4. Display the completed timeline.

Timeline of People We Have Studied

Additional Activities

- Create charts and Venn diagrams to compare life today with life long ago.
- Compare life in the past and present by sharing family pictures and stories.
- Read selected books about the first Thanksgiving.
- Create booklets that provide information about the early American settlers, American Indians (First Americans), and the first Thanksgiving.
- Read selected books about Pocahontas.
- Make a booklet about Pocahontas, identifying her as an American Indian (First American) who was a helper and friend to the settlers in Jamestown.
- Separate fact from fiction by describing the story of Betsy Ross as a legend.
- Read selected books about Betsy Ross.
- Make a flag with thirteen stars and stripes.
- Read books that give historical accounts of George Washington.
- Identify George Washington on a quarter and a dollar bill.
- Separate fact from fiction by describing factual and fictional anecdotes about George Washington.
- Read selected books about Abraham Lincoln.
- Identify Abraham Lincoln on the penny and a five-dollar bill.
- Create and display timelines of selected Americans and events.
- Complete a simple picture timeline of a few events in students' lives.

Organizing Topic

Jobs in a Community

Standard of Learning _____

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Gather and classify information.	_____
Use and explain simple charts.	_____
Content	
Understand that people work at many jobs.	_____
Match examples of jobs with the names of those jobs using the following information as a guide:	
• Doctors are people who take care of other people when they are sick.	_____
• Builders are people who build houses and other buildings.	_____
• Teachers are people who help student to learn.	_____
• Cooks are people who prepare meals.	_____
• Farmers are people who grow crops and raise animals.	_____
• Firefighters are people who put out fires.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“First Community Helper Preschool Activities and Crafts.” *First-School.ws*. <<http://www.first-school.ws/theme/commhelpers.htm>>. This Web site features lesson plans, activities, and arts and craft projects related to community helpers.

“Community Helpers.” *A to Z Kids Stuff*. <<http://www.atozkidsstuff.com/comm.html>>. This Web page provides songs, art projects, and other teaching activities related to carpenters, chefs, mail carriers, and painters.

“Community Helpers Teaching Theme.” *Teach-nology*. Teachnology, Inc. <<http://teachers.teach-nology.com/themes/social/comm/>>. This Web page provides links to posters, worksheets, Web quests, and other resources for teaching about community helpers.

“Community Helpers.” *The Perpetual Preschool*. <http://www.perpetualpreschool.com/preschool_themes/community/community.html>. This Web page provides songs, snacks, art projects, games, and other resources for teaching about community helpers.

“Community Helpers WebQuest.” Department of Curriculum and Instruction. U of Northern Iowa. <<http://ci.coe.uni.edu/uniquet/webquest/lewisl09/>>. This Web quest is designed to introduce students to community helpers, including police officers, fire fighters, mail carriers, and doctors.

“Hardcover Books: Community Helpers and Transportation.” *Innovative Educators*. <<http://www.innovative-educators.com/>>. (Click “Community Helpers and Transportation” under “Hardcover Books.”) This Web page advertises books for sale related to transportation and community helpers.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.” <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

Van Velzen, Kathy. “Community Helpers.” *Early Childhood Thematic Units*. San Bernardino County Schools. <<http://www.sbcss.k12.ca.us/sbcss/specialeducation/ecthematic/helpers/>>. This Web page includes sample lesson plans, ideas for bulletin boards, and other suggestions and resources for teaching about community helpers.

Session 1: Identifying Jobs Within a Community

Materials

- Teacher-selected book that includes clear examples of jobs within a community
- Chart paper
- Markers
- Felt or paper cut-outs of community helpers mentioned in the teacher-selected book (e.g., cook, teacher, doctor, builder, farmer, and firefighter)

Instructional Activities

1. Read aloud the teacher-selected book that includes clear examples and descriptions of jobs and helpers within a community.
2. Prepare a large chart with the heading “Community Helpers.” Ask the students to help identify community helpers mentioned in the book. Be sure to lead the students to six helpers that will be discussed during this unit (e.g., cook, teacher, doctor, builder, farmer, and firefighter). Note: This chart should be referred to often during this unit of study.
3. Students may name many community helpers, but keep the focus on six helpers. Name the six that will be the focus, and place a felt or paper cutout beside those words to serve as a visual cue for the students.

Session 2: And on This Farm...

Materials

- Teacher-selected book about farmers and their tools
- Pencils
- Markers
- Cover for class book with the suggested title “E-I-E-I-O!”
- Page (one per student) with the following sentence starter: “And on this farm he/she had a ...”

Instructional Activities

1. Read aloud the teacher-selected story about farmers. Review the many tools that farmers use and ask the children to name a few mentioned in the story.
2. Together, sing the song “Old McDonald Had a Farm,” inserting the names of tools instead of the names of animals. Sing enough verses so each student has a turn to insert a tool into the song. Encourage students to make the sounds of the various tools.
3. After singing the song, prepare the class to write the verses of the song in the form of a book. Give each student a page for the book with the sentence starter “And on this farm he/she had a...”
4. Have each student name one of the tools mentioned in the book or song, and direct each student to draw a picture of a farmer using that tool. Encourage the students to take their time and create a background setting that makes it clear to the viewer that the illustration is of a farmer working on a farm. Ask students what things they might include in the picture to create the farm setting (e.g., soil, plants, animals, a fence, a barn).
5. When all pages are complete, assemble them into a class book with a cover that reads “E-I-E-I-O!”

Session 3: Let's Cook

Materials

- Teacher-selected story about a cook
- Slice-and-bake sugar cookie dough
- Knife to cut the cookie dough
- Sprinkles and/or other decorations to top the cookies
- Cookie sheets
- Cooling racks
- Spatula
- Construction paper
- Crayons or markers
- Bags or other containers for distributing the cookies

Instructional Activities

Note: You will need to ask the cafeteria manager for permission to use the school kitchen's oven for this activity.

1. Read aloud the teacher-selected story about a cook. Review the tools that a cook might need to do his/her job.
2. Tell the students about a special occasion at your school (e.g., School Nurse's Day, Secretary's Day). Ask students to suggest ways a cook might contribute to the celebration. Lead them to the answer of cooking for the special people in your school.
3. Cut the cookie dough, and distribute one cookie to each student. Remind them not to eat the raw dough!
4. Encourage students to decorate their cookies with sprinkles and other available toppings.
5. Bake the cookies. While cookies are baking, distribute construction paper and markers or crayons, and have the students make a card for a special person in the school.
6. When the cookies have baked and cooled, have students distribute the cookies and cards.

Session 4: Tools of the Trade

Materials

- Teacher-selected book about firefighters, teachers, builders, and doctors
- 4–5 tools representing the four occupations mentioned above (e.g., a piece of chalk to represent a teacher; a tape measure to represent a builder)
- Large container for all of the tools
- Floor space to sort tools
- Textbook, trade books, or other instructional materials

Instructional Activities

1. Have the students sit in a large circle on the floor. Together, read and discuss an interesting story about one of the following community helpers: firefighters, teachers, builder, or doctors.
2. Show the students the tools that represent the community helpers. Allow the students to touch and safely handle each of the tools.
3. Ask students to help you sort the tools according to the community helper that uses each tool.
4. As you sort together, discuss the tool and how the community helper would use it to do his or her job.
5. If time allows, have the students sort the tools using another attribute such as size or color.

Session 5: Community Helper Dress-Up Day _____

Materials

- Teacher-selected book about community helpers
- Attachment A: Community Helper Research Report (given to students approximately one week before presentations)
- Digital camera, if available

Instructional Activities

NOTE: Students will need approximately one week to prepare for this research project and presentation.

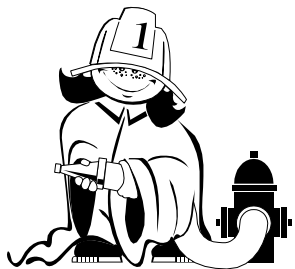
The following Web resources may be helpful:

- “Community Helpers.” <<http://www.sbcss.k12.ca.us/sbcss/specialeducation/ecthematic/helpers/>>.
 - “First Community Helpers Preschool Activities and Crafts.” <<http://www.first-school.ws/theme/commhelpers.htm>>.
1. Explain to the class that each student will give a report about one community helper that they would like to be. Tell them that they should talk about this community helper with their parents and should dress up like that community helper on the day of the presentation.
 2. Give to each student a copy of Attachment A: Community Helper Research Report, and read the sentence starters. Explain that each student should work with someone at home to complete the sentences based on the community helper he/she has chosen. The student will use the form to tell the class about the community helper on “Community Helper Dress-Up Day.”
 3. On “Community Helper Dress-Up Day,” encourage students to speak loudly and confidently in front of the class. Use each student’s completed research report as a guide to prompt the student as he/she gives his/her brief presentation.
 4. If your school has access to a digital camera, take a picture of each student as he/she presents the information about his/her chosen community helper. Display pictures and research reports in your classroom or on your hallway bulletin board.

Additional Activities

- Read selected books about the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Create and sort pictures depicting the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Create a booklet of the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Gather and classify pictures of workers performing various jobs.
- Host a career day where people from your community talk about their jobs.
- Provide an opportunity for students to research and present information on a specific job.

Attachment A: Community Helper Research Report _____



by

Name _____



Today I am a _____.

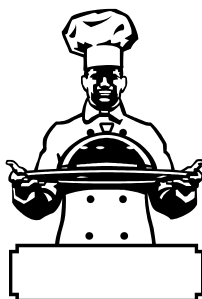
This job is important because

When I am doing this job, I use the following tools:

Here are some things this helper does to help other people:



I would like this job because



Organizing Topic

Basic Needs and Wants and the Role of Money

Standard(s) of Learning _____

- K.7 The student will
- a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
 - b) recognize that people use money to purchase goods.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Gather and classify information. _____

Explain simple charts. _____

Content

Know that people have basic needs (food, clothing, and shelter) and wants. _____

Know that many wants are obtained through the practice of exchanging money for goods. _____

Realize that people can get what they need by trading money for food, clothing, and shelter. _____

Know the terms of:

- Basic needs: Things people need to live (food, clothing, and shelter) _____
- Wants: Things people would like to have _____
- Money: What is used to buy basic needs (food, clothing, and shelter) and wants (things people would like to have) _____

Realize that goods are things that people make or grow that can be purchased. _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Economics: Wants and Needs.” *Commonwealth of Knowledge*. <<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=265>>. This Web page provides a sample lesson plan in which wants and needs are sorted on a chart.

“Grade One Social Studies – Interdependence (Meeting Needs and Wants).” *Saskatchewan Learning*. <<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u31ess.html>>. This Web page provides activities that teach students about shelter, food, and clothing.

“Lesson #1: New England States Literature Experience – Make Way for Wants and Needs.” *Multicultural Lesson Plans*. Jefferson County [Colorado]Public Schools. <<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/newengland.html>>.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.” <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

Session 1: Identifying Needs and Wants

Materials

- Teacher-selected book that provides clear examples of needs and wants
- Chart paper
- Markers (preferably two different colors)

Instructional Activities

NOTE: The following Web resources may be helpful:

- “Grade One Social Studies – Interdependence (Meeting Needs and Wants).”
<<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u31ess.html>>.
 - “Lesson #1: New England States Literature Experience – Make Way for Wants and Needs.”
<<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/newengland.html>>.
 - “Economics: Wants and Needs.” <<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=265>>.
1. Prepare a large chart divided into two columns. Using a different color for each word, write “NEEDS” at the top of one column and “WANTS” at the top of the other column. These words will serve as headers for a later activity. Ask students what needs and wants are. Help students understand that food, clothing, and shelter are needs while items that we would like to have (but do not need) are wants.
 2. Read a teacher-selected book, stopping where appropriate to discuss examples of needs and wants.
 3. Ask students to recall events and characters in the story. Discuss examples of needs and wants in the story, and place the examples in the appropriate column of the chart.

Session 2: Let's Make a Mural

Materials

- Teacher-selected book that provides clear examples of needs and wants
- Large piece of chart paper for each group
- Glue sticks
- Scissors
- Markers or pre-cut letters that spell the words “needs” and “wants”
- Magazines for each group

Instructional Activities

NOTE: The following Web resources may be helpful:

- “Grade One Social Studies – Interdependence (Meeting Needs and Wants).”
<<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u31ess.html>>.
 - “Lesson #1: New England States Literature Experience – Make Way for Wants and Needs.”
<<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/newengland.html>>.
 - “Economics: Wants and Needs.” <<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=265>>.
1. Begin this session by reading the teacher-selected book about needs and wants. Review the terms *needs* and *wants*.
 2. Review with the students what they have learned about needs and wants. They will demonstrate “what they know” by creating an art mural for the classroom.
 3. Divide the class into groups of about 4 students each. Distribute one piece of chart paper to each group, and have each group divide their paper into two columns. Instruct the groups to spell “NEEDS” at the top of one column and “WANTS” at the top of the other column, using either markers or pre-cut letters.
 4. Next, distribute the magazines (having ensured they are appropriate for students), and have each group locate, cut out, and glue in the appropriate column pictures that provide examples of needs and wants.
 5. As the groups complete the task, allow time for groups to present their charts. Display all work on a classroom wall or in the hallway.

Session 3: Let's Sort!

Materials

- Teacher-selected book that provides clear examples of needs and wants
- Index cards (one per student)
- One marker for the teacher

Instructional Activities

NOTE: The following Web resources may be helpful:

- “Grade One Social Studies – Interdependence (Meeting Needs and Wants).”
<<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u31ess.html>>.
- “Lesson #1: New England States Literature Experience – Make Way for Wants and Needs.”
<<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/newengland.html>>.
- “Economics: Wants and Needs.” <<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=265>>.

1. Begin by reading the teacher-selected story about needs and wants. Review the terms *needs* and *wants*. Also present the idea that we use money to purchase the things we need and want.
2. Give each student an index card and assign homework: each student should glue or draw a picture on the index card that illustrates either a need or a want. Tell students to keep their choice (need or want) a secret. Send a note to parents with each student explaining the activity.
3. As students return the next day, collect the index cards. You may choose to have a few extra made for those who forget their homework.
4. Have the students sit in a circle. Go through the index cards, and ask students to help sort the illustrations as needs and wants. Discuss what makes each illustration a need or want. Review the idea that a person uses money to purchase the example illustrated on the card. Ask students how much money they think each example costs, and record answers on the card. Leave the cards in a learning station for students to review for the duration of the unit.

Session 4: You Are an Author!

Materials

- Trade books that provide illustrations of examples of needs and wants
- Prepared 8-page books (one per student) made by folding and stapling together 4 pieces of construction paper
- Pencils
- Magazines
- Scissors
- Glue
- Markers
- Parent volunteers (optional)

Instructional Activities

NOTE: The following Web resources may be helpful:

- “Grade One Social Studies – Interdependence (Meeting Needs and Wants).”
<<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u31ess.html>>.
 - “Lesson #1: New England States Literature Experience – Make Way for Wants and Needs.”
<<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/newengland.html>>.
 - “Economics: Wants and Needs.” <<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=265>>.
1. Distribute to each student one prepared 8-page book, and explain that students will write and illustrate the book to show what they have learned about needs and wants.
 2. If possible, have parent volunteers assist students in writing the book. Suggestions for each page are as follows:
 - Title
 - I need food.
 - I need clothing.
 - I need shelter.
 - I want _____.
 - I want _____.
 - I want _____.
 - About the Author
 3. Students should also create illustrations for each page. Allow the students a choice of drawing their own illustrations or finding magazine pictures to illustrate each page.

Additional Activities

- Read selected books about people's basic needs of food, clothing, and shelter.
- Sort magazine pictures of food, clothing, and shelter into the three groups.
- Collect and sort magazine pictures of student wants.
- Make a simple chart of basic needs and another simple chart of wants.
- Create a mural of pictures of food, clothing, and shelter and/or needs and wants.
- Make a collage of goods that people make or grow and that can be purchased.
- Create a mural of pictures of goods that people make or grow and that can be purchased.
- Demonstrate the practice of exchanging money for goods.
- Create a class book about needs members of the class would like to purchase.
- Create a class book about wants members of the class would like to purchase.
- Discuss money and coin value.
- Use problem solving skills to determine what needs and wants to purchase given a set amount of money.
- Create a flipbook of needs and wants, where students describe those things they need (food, clothing, shelter) and those things they want.
- Allow students time to write in a "Money Journal" where they describe either a need or a want they have purchased that day. (This works well after snack/lunch time.)
- Use or adapt one or more lesson plans from the following Web sites:
 - *LessonPlansPage.com*. <<http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12.htm>>.
 - *ProTeacher*. <<http://www.proteacher.com/prosearch/search2.cgi?c=nil&s=needs+and+wants&n=1>>.
 - *AdPrima Student Lesson Plan*. <<http://www.adprima.com/social10.htm>>.
 - *Newspaper in Education*. "NIE Lesson Plans." <<http://www.nieworld.com/teachers/lessonplans/stetsonplans11.htm>>.